


Appendix F: LEA Application of General Information 2011-2012

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: INDIANAPOLIS PUBLIC SCHOOLS		Corporation Number: 5385
Contact for the School Improvement Grant: 1. Dr. Li-Yen Johnson 2. Mrs. Yvonne Rambo 3. Mrs. Minetta Richardson		
Position and Office: 1. Associate Superintendent of Curriculum & Instructional Accountability 2. Turnaround Schools Director 3. Director of Title I Division	Contact's Mailing Address: John Morton-Finney Center for Educational Services 120 E. Walnut Street Rm. 704-N Indianapolis, IN 46207	
Telephone: 1. Dr. Johnson – 317-226-3128 2. Mrs. Rambo – 317-226-4405 3. Mrs. Richardson – 317-226-4884	Fax: 1. Dr. Johnson – 317-226-3664 2. Mrs. Rambo – 317-226-3664 3. Mrs. Richardson – 317-226-4327	
Email Address: 1. Dr. Johnson – JohnsonL@ips.k12.in.us 2. Mrs. Rambo – RamboY@ips.k12.in.us 3. Mrs. Richardson – RicharME@ips.k12.in.us		
Superintendent (Printed name) Dr. Eugene G. White		Telephone: 317-226-4411
Signature of Superintendent  X _____		Date: July 15, 2011

➔ Complete and submit this form one time only. Complete a second form, “Tier I and II Application” or “Tier III Application” for each school applying for a school improvement grant.

Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Emma Donnan Middle School	7-8	X		X				
2. H L Harshman Middle School	7-8	X		X				
3. New Horizons Alternative School	7-12	X						X - New Horizons Alternative School will be a program.
4. Eliza A. Blaker School #55	K-6	X						X-District does not have the capacity at this time to complete a turnaround model.

5. Joyce Kilmer School #69	K-6	X		X				
6. Arlington Community High School	7-12		X					X-District does not have the capacity at this time to complete a turnaround model.
7. Arsenal Technical High School	9-12		X					X-District does not have the capacity at this time to complete a turnaround model.
8. Broad Ripple Mgnt High School for Performing Arts	7-12		X					X-District does not have the capacity at this time to complete a turnaround model.
9. Emmerich Manual High School	9-12		X					X-District does not have the capacity at this time to complete a turnaround model.
10. Northwest High School	9-12		X	X				

11. Key Learning Community	7-12		X					X-District does not have the capacity at this time to complete a turnaround model.
12. Thomas Carr Howe Community High School	7-12		X	X				

I. Explanation if LEA is Not Applying to Serve Each Tier I School

- ☐ We will serve all of our Tier I schools.
- ☒ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

New Horizons Alternative School restructured from a 7-12 school to a program to better fit the educational needs of our students. This new alternative program will provide students with the opportunity to progress at their own rate of learning. Each student upon graduation will receive a diploma from their boundary school. This means that accountability for each student's educational progress will be assessed at the boundary school.

Eliza A. Blaker School #55: A new principal was placed at Eliza A. Blaker two (2) years ago. Since then, the school has demonstrated incremental improvements in ISTEP+ scores, with both ELA and Math. The district will continue to support School #55 by providing school improvement coaches and targeted support from the Curriculum & Instructional Accountability Division and the school's elementary director.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Joyce Kilmer Elementary School School Number: 5569

Stakeholder Group	Mode of Communication	Date
Parents	Meeting	April 4, 7, 12 May 23
Community Partners/Leaders	Meeting	April 4, 7, 12 May 21
External Provider	Meeting	February 23, 24; May 24 and ongoing phone conversations
School Staff	Meeting	Feb. 24 May 12, 23

School Name: Harshman Magnet Middle School **School Number:** 5601

Stakeholder Group	Mode of Communication	Date
Parents/Community Partners/Leader	Meetings	Ongoing though-out the year
External Provider	Meeting	Feb. 24 May 24, 25 Ongoing phone conversations
Teachers	Meeting/Discussion with H/R	March & April, 2011

School Name: Emma Donnan Middle School **School Number:** 5572

Stakeholder Group	Mode of Communication	Date
Parents/Community Partners/Leader	Meetings	Ongoing though-out the year
External Provider	Meeting/Discussion	Monthly visits with external provider beginning in February 2011
Teachers	Meeting/Discussion with H/R & Mrs. Rambo	March & April, 2011
Community	Meeting with Dr. White	March 23, 2011

School Name: T.C. Howe Community High School **School Number:** 5639

Stakeholder Group	Mode of Communication	Date
Parents/Community Partners/Leader	Meetings	Ongoing though-out the year
External Provider	Meeting/Discussion	Monthly visits with external provider beginning in February 2011
Teachers	Meeting/Discussion with H/R & Mrs. Rambo	March & April, 2011
Community	Meeting with Dr. White	April 11, 2011

School Name: Northwest High School **School Number:** 5483

Stakeholder Group	Mode of Communication	Date
Parents/Community Partners/Leader	Meetings	Ongoing though-out the year
External Provider	Meeting/Discussion	Monthly visits with external provider beginning in February 2011
Teachers	Meeting/Discussion with H/R & Mrs. Rambo	March & April, 2011
Community	Meeting with Dr. White	April 27, 2011

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

***Letter of Support Attached with the School Application**

E. Assurances

Indianapolis Public Schools assures that it will

Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- ☒ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Turnaround-LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g) 2011-2012

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation **Indianapolis Public Schools**

Number **5385**

School Name **H.L. Harshman Magnet Middle School Science, Technology, Engineering, Math, and World Languages**

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☒ Turnaround

☐ Restart

☐ Transformation

☐ Closure

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- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

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A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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**English/Language Arts
2009-2010 Data**

Special Ed	88.2%	75	High	Medium: Teaching staff did not have a concentrated focus during the 09-10 academic year allowing for a “laser-like” focus on student needs.
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**Mathematics
2009-2010 Data**

N/A				
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<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>The SPED cell was the only cell that did not reach the level of “safe harbor” during the 2009-2010 school year.</p> <p>85% of the SPED students did not pass the ISTEP examination.</p>	<p>100% of the SPED students during 2009-2010 did not receive adequate instruction from the Special Education Teachers, and instruction was not differentiated by core teachers.</p> <p>Additional learning time was not sufficient for raising the performance of our SPED students to the level of the standard.</p>

Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.71%	97.9%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	N/A	BAS-Before/After School

7. Discipline incidents*	3242	1367
8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	<p>Domain 2: Classroom Management</p> <p>0 = Unsatisfactory 7 = Basic 4 = Proficient 4 = Distinguished</p> <p>Domain 3: Instruction</p> <p>1 = Unsatisfactory (but not recommended for termination) 5 = Basic 4 = Proficient 5 = Distinguished</p>	<p>Domain 2: Classroom Management</p> <p>0 = Unsatisfactory 2 = Basic 13 = Proficient 5 = Distinguished</p> <p>Domain 3: Instruction</p> <p>0 = Unsatisfactory (but not recommended for termination) 1 = Basic 17 = Proficient 2 = Distinguished</p>
10 Teacher attendance rate	96.18%	97.4%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>The level of teacher performance in 2009-2010 was insufficient to adequately address the performance levels of our students.</p> <p>Teacher level of performance improved significantly during the 2010-2011 school year as a result of re-constitution of the staff.</p> <p>Discipline incidents were reduced significantly in 2010-2011. (This is partially due to improved instruction in all classrooms.)</p> <p>Additional learning time was offered after school during 2010-2011.</p>	<p>In 2009-2010, teachers were complacent with their instructional efforts.</p> <p>In 2010-2011, teacher instructional focus was significantly improved.</p> <p>Teacher attendance rates rose in 2010-2011.</p> <p>Increased learning time provided more opportunities to student-teacher relationship development during 2010-2011. .</p>

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			X		1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
			X		
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas.
			X		
			X		
			X		
				X	

<p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>			<p>X</p> <p>X</p> <p>X</p>		<p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
Curriculum	1	2	3	4	Curriculum
<p>1. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>2. Is considered to be the textbook or the state standards.</p> <p>3. Is not aligned within or across grade levels.</p> <p>4. Is not rigorous or cognitively demanding.</p> <p>5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.</p> <p>6. Is not differentiated for struggling students.</p>		<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>	X	<p>1. Is observed by school leadership that it is being taught.</p> <p>2. Is developed by the district/teachers based on unpacking the state standards.</p> <p>3. Is aligned within and across grade levels.</p> <p>4. Is rigorous and cognitively demanding.</p> <p>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>6. Is differentiated for struggling students.</p>
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments

1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X	X X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X X X	X	1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X		X	X	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.” <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “	What is at the “root” of the findings? What is the underlying cause? <i>Appropriate example ”</i> We don’t know how to align our curriculum across grade levels.” <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”
Principal and Leadership In IPS, Principals and leadership are limited to hiring in-district and seniority/tenure issues have impacted staffing in the past. Harshman, was provided an opportunity to re-constitute the staff	Principal and Leadership Hiring and retraining an effective faculty at Harshman has been difficult in the past as the principal has been limited by IPS policy and teacher union agreements.

in 2010-2011. IPS allowed the principal great flexibility in hiring.

Instruction

Although students are regularly engaged in classrooms, differentiated instruction is a target area in Harshman's plan to increase student achievement. Teachers noted that while collaborative learning happens, in both teacher groups and student groups, professional development on differentiated instruction would support their efforts to improve student achievement.

Curriculum

Harshman students have a wide range of performance levels when they enter the magnet. To professionally address the needs of all learners, training on how to effectively **differentiate lessons** for maximum student growth is an objective the staff has targeted for the 2011-2012 school term. This target resulted from the staff reflection discussion concerning how we grow to ready all of our students for high school, college, and beyond.

As a designated IPS Turnaround School in 2011-2012, Harshman will have **operational flexibility** that includes the ability to hire teachers from outside the district and to have ineffective teachers removed in a timely fashion (within a two week timeframe).

Instruction

Harshman teachers believe that increasing the rigor and challenging students at a higher level, including those with accommodations or needing more time for learning, will result in increased student achievement.

Professional Development for **Differentiating instruction** will enhance the ability to reach the diversity of student needs represented in Harshman classrooms.

Due to pacing issues, the response to instruction and use of assessment data to remediate non-mastery students is limited.

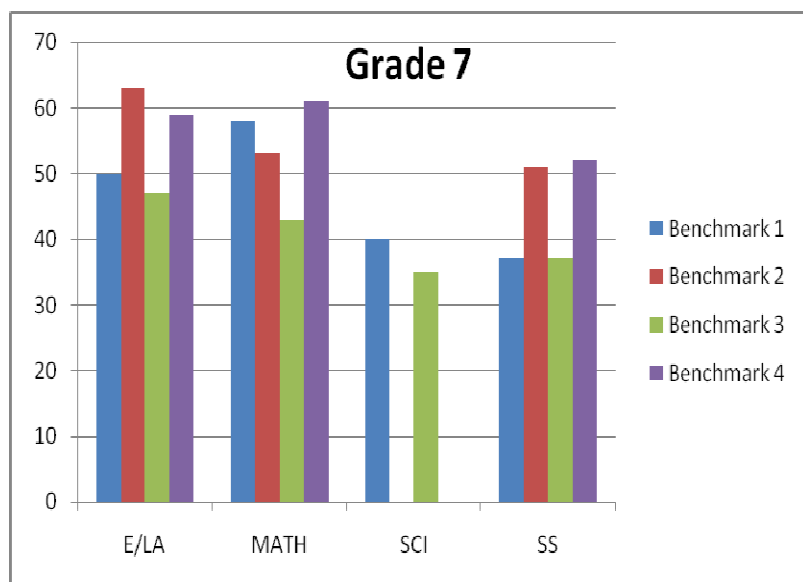
As a designated IPS Turnaround School, Harshman teachers will be formally evaluated every year. In addition, coaches and administrators will conduct daily Instructional Rounds followed by reflective conversations to support faculty members in their quest for continuous for instructional improvement

Curriculum

As a magnet, there are many opportunities for **integrating curriculum** that flow from being a STEM and World Languages magnet school that are perceived as missing. Time spent on collaboration to integrate the curriculum using STEM topics as major themes. Harshman teachers who are passionate about students' learning and prefer not to miss classroom time with students. Opportunities are sought to collaborate and create a

<p>Both Special Education students and English language learners at Harshman are included in core classrooms. Further training and understanding of differentiated instruction will assist us in serving these students.</p> <p>The development of the STEM magnet school wide through integration of the curriculum will enrich the collaborative power of teachers</p> <p>Data-Formative Assessments</p>	<p>school wide curriculum map for tighter integration between subject areas. In year one, Engineering and Science teachers will collaborate to integrate the two core areas. The integration will extend to all core courses during year two. Year three will develop integration to include the elective and special courses (art, music, physical education, etc).</p> <p>The plan includes all staff training to:</p> <ol style="list-style-type: none"> 1. Clarify the meaning of differentiation so that all have a common understanding 2. Design collaboratively differentiated lessons. 3. Modeling by Differentiated Accountability (DA) and Special Education (SE) Coaches 4. Co-teaching with DA and SE Coaches collaborating on planning, individually with teachers, and delivering instruction together in classrooms. 5. Inspection and reflection of student work to create conversation regarding ways to improve delivery of differentiated instruction. 6. Collaborative Book study (not yet selected the book we will use) of differentiated instruction <p>Teachers are challenged to apply differentiated instruction to their content area. This is especially true as the needs for academic language to support STEM content is considered. The plan is to provide supports and scaffolds so that students with special needs, and students whose native language is not English, can build their background knowledge and construct meaning. The SE Coach will lead this effort as he/she conducts professional development with the SPED and ELL staff. The ELL/SPED team will lead the conversations with the core and elective teachers.</p> <p>Data-Formative Assessments</p>
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During the current school year, IPS has instituted *Diagnostics* and *Scrimmages*. These standards-based formative assessments provide teachers with data regarding student achievement for English/language arts, mathematics, science and social studies. The following chart summarizes our results for the current year:

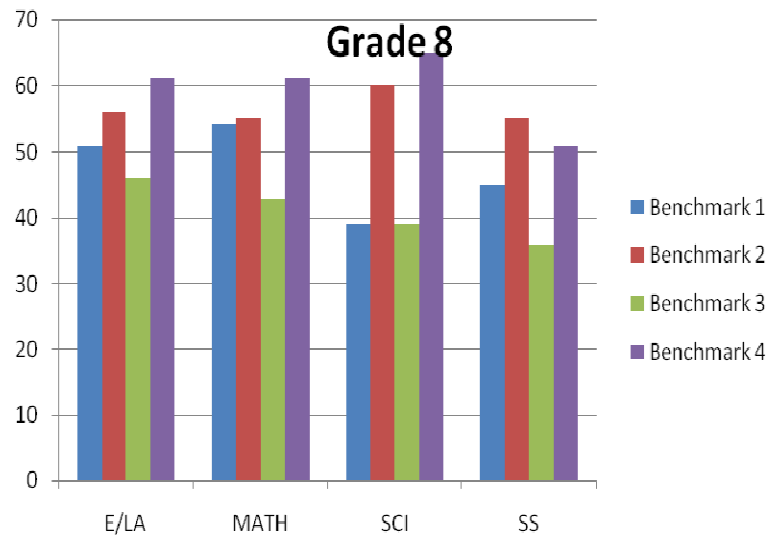


Teachers tend to use *Diagnostics* and *Scrimmages* data to grade their own teaching. Students in need of corrective reteaching or **aggressive intervention are identified**, as individual scores are reviewed, but re-teaching opportunities have been limited due to pacing concerns.

The widely ranging benchmark scores, and strong performance on the last benchmark for the current year, and significant ISTEP growth are evidence that Harshman students CAN perform at high levels. Time for collaboration is needed in order to use this assessment data most effectively. Assessment data will be disaggregated from *Scrimmages* and *Diagnostics*, followed by implementation of the Harshman version of the 8 Step program. This will support individual instruction for students who have not mastered the essential learnings.

Currently, both the DA and SE Instructional Coaches meet weekly with both classified and certified staff to create targeted interventions for students identified as needing instructions support. The SPED coach creates data tables for each of these students so that teachers know exactly what type of support students need. This leadership from our coaches is essential to retain the trajectory of growth began in 2010-2011. Instructional Specialists will allow opportunities to implement the Response to Instruction (RTI) process for all students. In addition, the data will assist SPED teachers to develop student Individual Education Plans (IEP's). These data charts will also be used to support interventions with SPED and ELL students.

Literacy (SRI) and math screeners for incoming students will be used to help teachers receive targeted learning needs data on **all** students **during the first two weeks of school**. These screeners can identify students needing Tiered support at the beginning of



As we reviewed the results from our four benchmarks for the current school year, we observed peaks and valleys. When compared to the other students in grades 7 and 8, Harshman students showed great variance illustrated in the chart below that shows how our students ranked compared to other schools in IPS.

HMMS Ranking

BENCH- MARK	E/LA	MATH	SCI	SS
GRADE 7				
1	5 TH	2 ND	2 ND	6 TH
2	1 ST	2 ND		1 ST
3	3 RD	7 TH	7 TH	7 TH
4	1 ST	1 ST		2 ND
GRADE 8				
1	4 TH	4 TH	4 TH	3 RD
2	2 ND	1 ST	2 ND	2 ND
3	5 TH	5 TH	9 TH	6 TH
4	3 RD	1 ST	1 ST	4 TH

the year.

Teachers requested support for time to use data to re-teach. A collaboratively developed goal is to provide **students more access** to their school data. Research tells us that those students who take responsibility for their own learning perform at higher levels. The Instructional Specialists will support students who perform at less than mastery on assessments (scrimmages and benchmarks) through pull-outs from elective classes. This is Harshman's version of the 8 step program providing maintenance and remediation. By focusing our efforts with the Instructional Specialists Harshman will keep core instructional periods at their maximum minutes possible while attaching the Specialists to grade level teacher teams. The Instructional Specialists will provide release time for professional development for core teachers and provide a seamless continuation of instruction in the classroom when a teacher is absent from the classroom. The Instructional Specialists will work collaboratively as a member of a team, and be a part of the solution for Harshman to reach the goal of providing mastery level performance for ALL students.

For instance in social studies, our 7th graders ranked 6th in the first quarter, 1st in the 2nd quarter, 7th in the 3rd quarter, and 2nd in the final quarter.

Similarly, in science our 8th graders were 4th in the 1st quarter, 2nd in the 2nd quarter, 9th (last) in the 3rd quarter, and 1st in the final quarter.

We finished the year well, as our 4th quarter Diagnostics indicated we led the district in 4 of the 8 areas tested, and were within 2 percentage points of the leader in all areas except 8th grade social studies.

Teachers felt the IPS formative assessments helped them plan instruction and pointed out that the Special Education Coach created individual data tracking sheets that they found informative and helpful.

Professional Development

Harshman's professional development is aligned to curriculum and instruction. Harshman Tuesday instructional meetings spent several weeks discussing student work following the introduction of a new strategy. Missing from the staff development is additional time for the collaboration required to build teacher capacity to raise the level of instruction to a higher plane. The Harshman plan is to address this through Instructional Specialists who serve the purposes delineated in the next column, through compensation opportunities for outside of classroom time for teachers, and through professional development sessions led by the Principal, DA and SE Coaches with support from Pearson field specialists.

Professional Development

The staff has a variety of strengths and will benefit from a more personalized delivery of professional development. When professional growth and development are nurtured within the classrooms through job-embedded monitoring, coaching, and reflective practices personal and professional growth expand exponentially.

Professional growth will occur as the DA and SE instructional coaches increase their collaborative time and efforts with teachers both individually and with teams. Through reflection and the identification of specific, targeted, and well defined objectives, together instructional delivery and student outcomes can be improved. Pearson will provide field specialists to assist in

In addition, Harshman plans to initiate individual professional development for teachers through collaborative self-reflective conversations by the DA and SE coaches following instructional rounds.

Job-embedded professional development occurs but follow up has been limited due to time constraints, and district imposed responsibilities, and lack of the financial and human capital required to release teachers for training.

Parents, Family, Community

Although Harshman employs a parent liaison, a **comprehensive parent and community engagement plan** are not fully in place. Parental participation in the school is required in our parent contract/compact, however, we did not effectively monitor and develop this part of our and student academic experience. A Harshman Objective for 2011-2012 is to create comprehensive plans for increasing parent engagement. While several community and business partners were developed in 2010-2011, additional planning and development of community and business support will enhance student opportunities and growth.

Harshman's capacity to provide personalized professional growth.

Harshman DA and SE coaches will promote a common academic language to enrich student knowledge, build teacher capacity, and target misconceptions that impact future learning.

Teachers also expressed a need to increase the **perception data** from students, as it applies to student **confidence levels and interests**, as they explore and learn new concepts and apply them to real world projects. As a part of our shifting/distributive leadership philosophy, these efforts will be researched, structured and led by a Harshman Professional staff member.

Parents, Family, Community

All students are required to participate in an afterschool club, team or sport. This approach supports student choice and creates a sense of belonging within the school. Students are encouraged students to interact with other students engaged in common enrichment activities. In 2010-2011, student participation in the after school programming was not effectively monitored for compliance. The SIG grant will provide the ability to do so through the Project Manager.

We will seek a teacher sponsor for National Junior High Honor Society as another avenue to develop student leaders. We also plan to contract former Harshman students currently performing at high levels in high school to serve as tutors and mentors as a part of the after school tutoring assistance.

In addition, current community partnerships will be expanded upon with emphasis on seeking additional partners with support of the Future Leaders at Work Community Facilitator. A

<p>Cultural Competency</p> <p>Teachers noted that while curriculum was culturally diverse, they felt it could be further supported by bringing parents and the community into the school more frequently. They noted a start has been made in this direction, but indicated a need to acknowledge and support other cultures in order to better support the diverse curriculum. There is a need to capitalize on the diverse student body that attends Harshman to broaden the both teachers' and students' awareness of other cultures.</p> <p>We will begin with staff professional development through the following:</p> <ol style="list-style-type: none"> 1. Book Study (selection to be determined) 2. Reflective conversations about the book 3. We will invite a university professor to speak with our staff. 	<p>Comprehensive Parent and Community Engagement Guide will be developed by the Future Leaders at Work.</p> <p>The Parent Liaison will develop programming for parent workshops. These workshops will cover the turnaround process, parental expectations and guides for assisting students, and college readiness discussions.</p> <p>Cultural Competency</p> <p>Almost all teachers have been trained on how to relate to students, evidenced not only by the way teachers talk to students and students speak to each other, but also by the way students are scheduled. Harshman partners provide support with mentoring, tutoring, and experience widening for ALL students for success. Since the staff and student ethnic/racial demographics are not proportional, Harshman will explore further training and curricular opportunities to support cultural diversity.</p> <p>Teachers expressed an interest in learning Spanish to equip them with tools to communicate effectively with non-English speaking Hispanic parents.</p>
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B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
Required Elements	Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: **TURNAROUND MODEL**

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

Harshman Magnet Middle School Turnaround

The Harshman Magnet Middle School for Science, Technology, Engineering, Math and World Languages is a unique program open to students in Grades 7-8 in Indianapolis Public Schools (IPS). In this innovative magnet program, students receive lessons in the Science, Technology, Engineering and Math (STEM) curriculum to help get them ready for high school – and graduation – while also exploring rewarding careers in those fields. In addition, students have the opportunity to take two years of World Language instruction and receive high school credit in German, Japanese, Russian or Spanish. At Harshman, we are committed to helping every child succeed. We offer:

- State-of-the-art technology to provide students and parents with the types of academic resources and support to help children succeed.
- Staff members who are passionate about their students.
- A rigorous core curriculum to equip students with the skills needed to achieve academic excellence in middle school and beyond.
- Career awareness, field experiences, mini internships, summer camps and research opportunities.
- Partnerships with the Minority Engineering Program of Indianapolis (MEPI), BSA LifeStructures, National Society of Black Engineers, The John Bonner Community Center, Dyslexia Institute of Indiana, and Science Bound, a scholarship program through Purdue University, Southern Bells (Taco Bell), Humane Society of Indianapolis.

Math, Science, Engineering Magnet

The pre-Engineering program introduces middle school students to the diverse field of engineering through two main avenues. First, all students participate in Gateway to Technology course. Course models include: Design and Modeling, Science of Technology, the Magic of Electrons, and Automation and Robotics. Curriculum is derived from Project Lead the Way. Second, partnerships with professional engineers provide face-to-face contact and share experiences from their own engineering practice.

World Language Magnet

The Language Courses

Students who choose this strand receive two years of World Language instruction with the opportunity to earn high school credit. Cultural experiences and historical significance will be explored along with acquisition of second language skills. High school credit in the language will be offered.

Languages being offered for 2011-2012 include: **German, Japanese, Russian, and Spanish.**

The Turnaround at Harshman began with the 2010-2011 school year. It is also Harshman's first year as a full school magnet. A **new principal** was named for the 2009-2010 school year, to begin the process of transition to a magnet setting. During spring of 2010, visits were made to all 6th grades within the district and applications were accepted for enrollment. Approximately two thirds of the 2010-2011 student body was enrolled through this acceptance process. The other third were eighth grade boundary students who were grandfathered into the Engineering program. All IPS 6th grade students were encouraged to apply. Acceptance into the magnet is based on a teacher recommendation(s) and a signed contract of commitment from parents and students. Students with special needs and English language learners are accepted on the same basis as any other student. While Harshman provides equal access to all students, students can earn their way out through poor behavior choices or lack of effort.

Students are aware that fighting or being suspended more than once is cause for automatic dismissal. Students who fail to maintain a C average over 2 nine-week periods are dismissed and returned to their former boundary school. If students have less than C average they are assigned an on-site mentor and receive after school tutoring. Teachers volunteer to be mentors to these students. If grades do not improve over the next nine-weeks, they are dismissed. Students who receive two Fs are immediately dismissed. Fighting results in automatic dismissal. During the 2010-2011 school year, 25 students were dismissed for academic reasons while 28 students were dismissed for poor behavior choices. The culture and expectation at Harshman is that students behave and achieve.

Harshman is a "special place" where students are given hope, and teachers that believe they can make a difference in the lives of their students. We believe, with the resources afforded us through this school improvement grant, that we can continue the upward academic trajectory for our students. Our students do not enter identified as gifted, but because of their learning experience at Harshman, we intend to create students prepared for advanced coursework in high school, equipped with tools to be college ready.

A tenet of the Harshman leadership team is that PEOPLE make a difference. We have stressed the importance of getting the right people "on the bus." To begin the process of becoming a magnet school, the principal was given the authority to **replace the teaching staff** for the current school year. Eighty percent of the staff was replaced. Faculty was hand selected by the principal based on their passion for teaching and commitment for ensuring that all students learn. The current staff **uses data** to drive instruction and is

empowered to create innovative structures to create a model magnet school for science, technology, engineering, math and world language that will truly make a difference in the lives of students.

LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS

The Turnaround Model will allow Harshman Magnet Middle School an opportunity to employ the resources required for implementation of four major areas of identified need:

1. Differentiation of Instruction and Embedded Professional Development
2. 8 Step interventions, using Instructional Specialists
3. Technology Support to provide students with 21st century tools
4. Integration of the total school curriculum around the STEM theme of the magnet

In the IDOE's Quality Review Report, released in February 2011, it was noted that an area needing improvement at Harshman was differentiated instruction. The Harshman staff has identified instructional improvement as a focus for sustaining and accelerating the school's trajectory of progress, as evidenced by results of 2010-2011 student assessments. Examples are ISTEP+, ECA Algebra and Biology, and IPS District Scrimmages and Benchmarks. Our District Accountability (DA) and Special Education (SE) will target *Differentiated Instruction* as the major area of focus for our professional development efforts.

The SIG grant will enable Harshman to embed professional development and employ powerful intervention support that will meet the needs of special education students, ELL students, and the general population. Students will be equipped with technology support that will allow them to use the tools of the 21st century society in their classrooms. **Technology**, including Air Slates, laptops, student response systems, a Rosetta Stone lab, and graphing calculators, will allow students to be supported through multiple modalities on a regular basis. Through the support of this school improvement grant, Harshman will strive to become a nationwide model for both turnaround and magnet schools.

Teachers are currently using district formative assessment data to **determine student learning progress** and re-teach as time (and the pacing guide) will allow. We will continue to use district scrimmage and benchmarks for formative assessments. As a result of SIG funding, Harshman will be supported by eight **Instructional Specialists** that provide remediation and support teacher ability to follow district and state pacing requirements. All student remediation needs will be met in a timely manner. Using the 8 Step Process as a framework, our **Instructional Specialists** will be guided by the **DA and SE Coaches**. Using this process Instructional Specialists will implement maintenance and remediation (from elective classrooms) for students not reaching proficiency on the assessments. **Instructional Specialists** will support efforts to fully implement the 8 step model in a manner that does not reduce core class time

with students. The **Instructional Specialists** will pull students who fail to perform at mastery on scrimmage and benchmark assessments from elective classrooms for three week intervals of remediation in the areas where mastery was not reached. Instructional lessons and materials for Instructional Specialists will be developed in collaboration with core Language Arts and Math teachers and both DA and SE Coaches. The instruction will target student deficiencies as revealed by the formative assessments. The leadership team, in collaboration with teaching teams, will select **Instructional Specialists** in the following content areas: Language Arts (3), Math (3), Special Education (1), and ELL (1). The **Instructional Specialists** will also serve as release teachers in classrooms for Professional Development activities.

The SIG grant will allow us to hire a **Project Manager** to provide clerical support, assist with assessment and data reports, and prepare documents and schedules to meet federal, state, and local guidelines. In 2010-2011, our **Special Education (SE) Coach** prepared **individual student profiles** for special education students. The **Project Manager** will take over this duty and also create individual student profiles for **all students**, allowing classroom teachers and the SE Coach to focus on providing appropriate intervention and instruction. The **Special Education Coach, in collaboration with the Differentiated Accountability (DA) Coach**, will work with all staff to support differentiated instruction training and modeling.

Harshman will **contract for outside services** that are targeted to our unique needs. For example, while brainstorming curricular concerns, staff indicated they wanted time to **collaboratively integrate curriculum** that would support state standards but also focus on STEM topics. **Consultants Dr. Helen Burtz & Dr. Rick Wood** (resumes provided) will assist to develop a structure that will allow our teachers to collaboratively build curriculum maps that promote this type of integration in the following manner:

- Year 1: Engineering and Science
- Year 2: Include all core areas
- Year 3: Fold in all other courses (World Languages, Visual Art, Performing Arts, Phys. Ed., etc.)

SIG funding will permit teachers to be paid **stipends for curricular work** to be performed during Intercessions, Summer Sessions, or outside of the school day.

Teachers are adamant about making **Extended Learning Time meaningful and powerful**. Harshman will have two one-week Intercessions where students could receive remediation and enrichment activities that truly represent an extended school year. Harshman's intercession will be available for Harshman students and conducted by Harshman teachers. Harshman will provide extended learning that will be both enriching and remedial. Harshman students will also have the opportunity to attend District wide intercession offerings. Curriculum planning for intercession will be led by our **Future Leaders at Work** (defined later in the grant) in collaboration with the **Principal and DA and SE Instructional Coaches**. Intercession will provide both targeted intervention and

enrichment. Enrichment sessions will support the STEM and World Language Magnets through problem based learning, service learning, internships, and job shadowing.

Currently, teachers receive data on student learning at the end of the nine week quarter through district benchmarks in English/language arts, mathematics, science, and social studies. Teachers at Harshman want time to collaborate. As a result of SIG funding, Harshman will accelerate our professional learning communities by adding specific protocol and procedures to increase the effectiveness of their **learning teams**. Because teachers are adamant about not missing student instruction time, learning teams will meet weekly on Tuesday, during their preparation periods. Content area teams will meet twice monthly during afterschool hours.

We will be partnering with Pearson for external support. Harshman will receive **28 days** of on-site support from a bevy of field specialists to support them in their turnaround. This includes a Pearson Cluster Leader to support and collaborate with the principal, the school leadership team, and those identified as the Future Leaders at Work. Field specialists will provide coaching and modeling to content specific teachers.

The type of work students at Harshman will be doing will require powerful tools. Students will need **laptops** to be able to access online research sites and collaborate to complete projects. Teachers will require training to support in-class use of laptops and air slates and an onsite **Technology Coordinator** will service and inventory equipment to keep technology up and running. **Professional development** will be provided by current IPS Technology Specialists, assisted by the Harshman Technology Coordinator.

World Languages will be supported by a **Rosetta Stone Lab** that will assist students to broaden language choices, practice in a setting that involves total immersion in the targeted language, and requires students to not only listen, but speak. The Rosetta Stone Lab will be used during Extended Learning Time, elective time, and during Intercessions. It is expected that students will be able to complete language instruction and pass state assessments to “test out” of high school language assessments, earning high school credit. Non English speaking parents will be provided opportunities to use the lab to increase their abilities to speak English.

Harshman is a special place and has planted the seeds for a magnet school that resembles a private school in a public setting. We recognize our greatest strength as being our committed and highly competent faculty. Through SIG funding, we will continue to build leaders with an ability to apply what we learn through this turnaround in other settings. Harshman will identify four future leaders who will be financially compensated for accepting leadership responsibilities which they oversee and direct. Documentation of ongoing and completed activities will be required. The **Future Leaders at Work** will lead the following initiatives (and others as opportunities appear):

- **Community Facilitator:** Reach out to community businesses for partnerships and unique learning opportunities that allow students to apply what they are learning in real world situations This Facilitator will lead the development of the school community/parent engagement action plan .
- **Curriculum Integration Coordinator:** Oversee the construction of curriculum maps that integrate content areas in a manner that supports STEM themes, standards-based instruction, and reflects content and skills as they are tested on IPS *Scrimmages* and *Diagnostics*. This Future Leader at Work will collaborate closely with consultants Dr. Burz and Dr. Wood.
- **Transition Coordinator:** Create and oversee the implementation of a transitional program to assist students entering and exiting Harshman, particularly students transitioning to Arsenal Technical High School. The Transition Coordinator will assist in student recruitment, magnet fair, parent meetings, and open house programs. This Future Leader at Work will work closely with Harshman Counselors to develop a comprehensive transition plan.
- **Teacher Creativity Fellowships Coordinator:** Create the fellowship program, institute a fair and unbiased selection process, and oversee implementation of grant-funded classroom projects.
- **Additional roles and leadership opportunities will be assigned as they develop throughout the school year, including re-working the school's web site and the development of the total school wide marketing plan.**

ELEMENTS OF THE TURNAROUND MODEL

Governance Structure

IPS district leadership is committed to supporting each identified school by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal. Supporting these schools in this effort is the Associate Superintendent who serves as the Turnaround Officer.

While a new Turnaround Office will be in place for the 2011-12 school year, and a Director of Turnaround Schools has been identified, Mr. Guffin will report directly to the District Turnaround Officer, Dr. Li-Yen Johnson. Due to Harshman's unique strengths, an important operational flexibility requirement has been decided upon to eliminate any layering of support/supervision that may hinder Harshman in its progress. Rather, the support from IPS and the turnaround office will be aligned to the implementation plan in the areas of technology integration, ELL and SPED needs, building coherence with data systems, and support to remove district barriers which distract from turnaround efforts.

The Turnaround Model will help Harshman Magnet Middle School differentiate learning so that students with special needs, English language learning students, as well as struggling students without identified special needs, will be provided a rich and relevant curriculum delivered by effective teachers, and assisted by technology.

Operational flexibility has been granted to Harshman. Because of its turnaround status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Harshman student achievement.

Harshman has already **replaced the principal** with an experienced instructional leader with a vision for creating a culture of commitment and passion for learning. He models the vision, empowers the faculty and staff to support and own it, and expects all students to embrace it.

Leadership at Harshman is informed, motivating and inspiring. Robert Guffin has been chosen to lead Harshman as the new principal. Mr. Guffin is prepared for this position in a number of ways:

- Mr. Guffin has assembled a truly remarkable faculty with talent, experience, and passion for exemplary teaching.
- Mr. Guffin has identified a system for distributing leadership within the building through a committee structure that includes all stakeholders, focuses on data, and builds consensus.

External Provider

IPS and Harshman Magnet Middle School have selected Pearson as the external consultant. Pearson will provide principal leadership support and field consultants to assist in building capacity to raise student achievement to the next level.

Harshman has selected portions of the model which will support The Harshman Way and lead to a continuation of the rising trajectory of student performance.

Pearson will assist our efforts in the following areas:

- Support for teachers
- Support instructional conversation and collaborative environment
- Support for the turnaround principal and leadership team

Effective Teachers

Teachers are the most powerful in-school predictor of student achievement. IPS has reached agreement with the teachers' union that allows immediate removal of teachers whose performance is not satisfactory. This commitment will apply only to turnaround schools and ensure that students at Harshman Magnet Middle School continue to have **highly effective teachers**. The current faculty was carefully chosen by the principal and each staff member has signed a letter of commitment to the vision set forth by the Harshman School stakeholders.

In order to provide rigorous, transparent and equitable evaluations, the principal, assistant principals, and School Leadership Team will make daily instructional rounds using SIG grant purchased iPads to capture teacher effectiveness data using OBS360 and PD360. This will assist the leaders as they provide **personalized professional development for teachers**.

The faculty will be eligible for financial incentives that will be linked to their performance and the academic progress of their students, including the achievement of students with disabilities. Job-embedded professional development will be offered for all staff, and select teachers will be identified for career advancement through the **Future Leaders at Work** program.

IPS has initiated a standards-based program that informs pacing and instruction through three-week *Scrimmages* and *Quarterly Assessments (Diagnostics)*. This program sets learning targets that are regularly assessed, providing data that can inform instruction and learning. With the assistance of professional development and coaching, the Harshman faculty will regularly **use data to differentiate instruction** and then analyze their students' work to determine need for intervention. This will be especially useful to closely monitor the progress of Harshman special education and non-proficient English speaking students. A **Differentiated Accountability Coach** (DA Coach) and a **Special Education Coach** (SE Coach) will guide the **Project Manager** to organize the data reports and update the Harshman Data Wall. The DA Coach will facilitate data conversations with all teachers to ensure they are correctly analyzing and interpreting data as they use it to plan instruction. The SE Coach will facilitate conversations with special education teachers, ELL teachers, and the entire staff to ensure appropriate accommodations to support special learner needs. Both DA and SE Coach will collaborate with the Principal to develop, plan, and execute Tuesday instructional meetings, staff retreats, and other professional trainings.

Technology tools will support personalized learning for all students, including special needs and ELL students. Teachers will use Air Slates, student response systems, graphing calculators, and other tools that are motivating to the digital natives in the classroom. Data from those tools will encourage self-directed learning as students receive timely feedback on work and become aware of increasing skills and assessment scores. Equipping all classrooms with **laptops** will allow digital learning in every classroom. The motivated, committed Harshman students and staff will be supported to use technology appropriately through professional development and an onsite **Technology Coordinator**.

ALIGNMENT of PROPOSED PLAN with the REQUIRED ELEMENTS of TURNAROUND MODEL

Extended Time Learning

Harshman will extend its school day by two hours, four days a week. In addition, two one-week Intercessions will be developed for the Harshman students. These learning times will support both the struggling learner who requires intensive intervention, and any learners who want to explore in depth enrichment opportunities. IPS will also provide District wide Summer Session that is open to all Harshman Magnet Middle School students.

All components of the Turnaround Model will be **implemented during the 2011-12 school year**. The required elements of the Turnaround Model are summarized below.

New Governance Structure:

- Turnaround Officer, Dr. Johnson, will oversee Harshman Magnet Middle School operation.
- Pearson has been selected as external support provider.
- Turnaround principal identified will report directly to Associate Superintendent, Dr. Johnson, who will assist in the removal of barriers to a successful turnaround.
- Committee structure will promote distributed leadership that provides all stakeholders input and ownership for the turnaround successes.

Use Data to Identify & Implement a Research-Based, Vertically-Aligned Instructional Program:

- Continue to use Data Wall
- Provide reports that identify individual student needs
- Conduct Instructional Rounds
- Surveys of Key Stakeholder Groups
- Development of a comprehensive Communication and Community Engagement Plan
- Build an integrated and vertically-aligned curriculum that focuses on STEM themes

Promote the Use of Student Data to Inform and Differentiate Instruction:

- Increasing the structure of the school leadership and instructional leadership teams ongoing review and monitoring of assessment data
- Continuation of Tuesday learning teams for collaborative planning (Facilitated by Principal, DA and SE Coaches, and Future Leaders at Work) based on student work and data
- Administer and analyze results from assessments to inform quality first instruction
- All academic content teachers will use instructional calendars and formative assessments and regularly-scheduled data meetings will be conducted to analyze data for the following purposes: determine student growth, identify instructional gaps, determine student needs, make instructional adjustments, and target interventions. Instructional Specialists will participate in the Tuesday meetings and discuss individual student progress in remedial efforts. Teachers and DA and SE coaches will assist with planning 8 step interventions in a collaborative and co-planning environment.
- The school leadership team meets weekly to oversee all aspects of the Turnaround initiative
- Content teams meet twice a month to apply data analysis to instructional delivery.
- Real-time data will guide the instructional program.
- Instructional Specialists meet regularly (every three weeks) with Principal, DA and SE Coaches to analyze scrimmage data and re-group for instructional response to assessments.

Establish Schedules and Implement Strategies that Provide Increased Learning Time:

- Teacher learning time is expanded through after-school and summer trainings.
- Teachers learning time during the school day is on-going and enabled by **Instructional Specialists** who provide released time for targeted job-embedded professional development, teacher collaboration, and peer coaching/observation.
- Job-embedded professional development is facilitated by **DA and SE** Instructional Coaches who model, coach, and promote professional reflection leading to improved instruction
- Student learning time is expanded through the Extended Time Learning session from 2:30-4:30, Monday through Thursday.

- Student learning is supported through eight Instructional Specialists who provide intensive support both in and out of the classroom for students to bring them to mastery.
- Student learning time is increased with instructional specialists teaching in classrooms when illness causes teacher absence. 248 days were lost due to substitute teachers being in classrooms during 2010-2011 academic year.
- Intercessions and Summer Session expand the school calendar to include an additional seven weeks of instruction (summer session + 3 weeks of intersession) available to students.

Provide Appropriate Social-Emotional and Community-Oriented Services and Supports for Students:

- Parent Liaison will identify additional parent involvement opportunities, conduct home visits, and facilitate home-school connections. He will also be a member of the school leadership team.
- Community and Family events will encourage partnership and commitment
- Improved parent communications in English and Spanish will effectively link home and school.
- A Parent Center will provide access to financial, emotional/social, psychological resources for families
- Specific examples of the supports provided through established Community Partners are detailed in *Section 4, Q9*. Current community partners include the following:
 - BSA Life Structures
 - Rose Hulman University
 - Purdue
 - 21st Century Scholars
 - Minority Engineering Program of Indianapolis (MEPI)
 - National Association of Female Engineers (NAFE)
 - Indianapolis Propyleum
 - Humane Society of Indianapolis
 - Southern Bells

(2) Describe how the model will create teacher, principal, and student change.

The Harshman Model is organized around five design tasks that specify the aspects of school operations that must be addressed to achieve comprehensive school improvement. The implementation expectations are organized around these tasks and result in principal, teacher, student, and school change.

Design Task 1: Standards and Assessments

It is important to all stakeholders that expectations of the standards are explicitly stated. Students must know daily what excellent work they are to complete. Harshman teachers write SWBAT (Students will be able to) as they post the Indiana Standard Indicator as their objective for each day. Parents, Community members must be brought into understanding of the expectations placed on the students at Harshman Magnet Middle School.

Stakeholders will learn the criteria against which student work will be assessed. Examples of student work that meets the standard will be shown and explained. Making the criteria explicit, teaching to those criteria, and then assessing work against the criteria make the standards real and useful to the teachers and students in the classroom.

As a STEM magnet, we will integrate our curriculum along STEM themes. This design task requires that:

- Teachers make the expectations of state and district standards and proficiencies explicit and accessible to students.
- The school uses assessment data (formative, periodic, and annual summative information) to set targets and plan for instruction that provides for differentiation to meet students' assessed needs.
- Assessment data is available to students and parent.
- Teachers will differentiate their instruction based on data that clearly targets students' needs and misconceptions. An effective RTI program will be put in place.

This Design Task will support the following activities at Harshman:

The common learning targets derived from the IPS pacing guide will be explicitly shared with Harshman students and parents.

- Harshman students will know what is expected. Models of acceptable student work will be explained and posted so that students are aware of what they need to know and be able to do.

- Harshman teachers will collaborate in vertical and horizontal teams to develop integrated curriculum supporting major STEM themes.
- Harshman's principal will expect posted learning targets and models of proficient student work during instructional rounds and leadership responsibilities will be shared providing shared/distributive leaderships opportunities.

Design Task 2: Aligned Instructional Systems

Aligning instruction to state standards is critical to improving student performance. This design task includes 1) developing effective learning environments, 2) planning and delivering instruction aligned with the standards and curriculum, 3) providing scaffold support for learning to meet students' needs, 4) offering safety nets, and 5) providing instructional supports for students whose needs cannot be served by the core instructional program alone.

Standards

Establishing consistent, instructionally sound classroom routines and rituals promote students' responsibility for their learning and allow teachers to differentiate instruction. Focused teaching matches instruction to students' needs through continual monitoring and diagnosis of student performance. This provides the means of differentiating instruction for all students, including English language learners and students with special needs. Effective safety nets, aligned with classroom instruction, provide timely interventions to support students who need extra help.

This Design Task will support the following activities at Harshman:

- Students will benefit from differentiated learning and instructional tools that promote individualized learning.
- Teachers will employ mastery learning and tiered interventions to ensure that all students can successfully demonstrate their learning on ISTEP+ as learning targets will be aligned to Indiana standards.
- Principal, assistant principals, and coaches will regularly monitor instruction to make sure instruction matches posted learning targets through instructional rounds.
- IPS *Scrimmages* and quarterly *Diagnostics*, IPS formative assessments, will affirm this alignment and student success.

Design Task 3: High-Performance Leadership, Management, and Organization

This design task focuses on developing the school's leadership, management, and organization to serve and support an aligned instructional system. It includes 1) supporting and enhancing the principal's instructional leadership role, 2) distributing leadership within the school 3) supporting the standards-based school culture, 4) aligning supervision with expectations for implementing the

design, 5) enhancing management systems for monitoring student progress, 6) aligning academic interventions with students' needs, and 6) support and enhance the organizational structures to support the school's primary focus on improving student achievement.

Harshman's principal will be supported by a Pearson Cluster Leader, and leadership at Harshman will be distributed through its leadership team (composed of Principal, Assistant Principal, Instructional Coaches, Counselors, and Parent Liaison). Leadership at Harshman will be expanded as teacher-leaders are identified, supported, and given leadership responsibilities for capacity building engagement. The principal and other identified building leaders will receive training and support throughout the engagement.

This Design Task will support the following activities at Harshman:

- Students will benefit from expanded offerings and opportunities through extended time learning enrichment opportunities and provided with powerful learning tools.
- Teachers will feel valued and empowered with expanded career path opportunities. The principal and teacher-leaders will receive extensive and ongoing training to support and enhance effective leadership in a turnaround environment. Skills to provide personalized professional development for teachers will be improved.

Design Task 4: Professional Learning Communities

Research into teaching and learning over the past 15 years indicates that student performance improves significantly when teachers work collaboratively with a relentless focus on results.

This design task focuses on support to enhance structures and practices currently established The Harshman Way. This task focuses on:

- Building awareness that professional learning is an ongoing part of the school's work, where continual growth in knowledge and skills is recognized as an integral part of teaching and is both an individual and a collective responsibility
- Developing an integrated, coherent approach to professional learning that includes coaching, establishing all classrooms as model classrooms, cross-classroom visitations, Study Groups, and collaborative teacher planning and skill-building meetings

This Design Task will create the following **changes** at Harshman:

- Students will benefit from differentiated learning opportunities designed during teacher collaboration and supported by a variety of instructional tools.

- Teachers will become collaborative data users as they plan instruction that meets the needs of all learners and then verify their efforts with student data in order to inform next steps.
- The principal, and other members of the leadership team, will engage in reflective conversations with teachers following instructional rounds regarding implementation and outcomes based on student data.

Design Task 5: Parent/Guardian and Community Engagement

Years of research confirm the critical role of family involvement in student learning. This design task focuses on keeping this finding at the forefront of the school's work on standards-based restructuring and on developing vital community partnerships.

Parent/Guardian and community engagement goals include:

- Encouraging and enabling parents/guardians and the community to support the school-wide initiative to increase student achievement.
- Development of a Comprehensive community and parent engagement plan.
- Establishing the Parent Liaison as a core position on the School Leadership Team to ensure that all stakeholders are valued as partners in the school improvement process and to represent these stakeholders' interests.

The School Leadership Team also provides occasions that include parents/guardians and the broader community in celebrating the steps made by individual students and the school as a whole in the journey toward meeting the objectives. In order to attract and retain a **diverse, culturally competent, student body**, the following services will be enhanced:

- Extended Time Learning will provide homework help, focused intervention, and enrichment activities to support literacy and math and to provide relevance to what students are learning in the classroom
- Spanish instruction for native speakers will promote bilingual literacy.
- Facilitating and encouraging homework to be done in conjunction with family.
- Maintaining high expectations or a "C" average or better for all students with systems in place to make sure that all students have needed supports.
- National Junior High Honor Society will be implemented at Harshman to develop student leaders within the building.

This Design Task will support the following activities at Harshman:

- Students will benefit from adult mentoring from community members through mini internships and field experiences
- Student successes will be reinforced through sharing their experiences at school with their families on a regular basis.

- Teachers will communicate with parents at regular meetings, in newsletters, and using social networking programs.
- The principal will include the Parent Liaison in weekly School Leadership Meetings.
- Parents will benefit from improved communication and a welcoming Parent Center at Harshman Magnet Middle School.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached Budget District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.
Capacity Task	Yes	No	District Evidence
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget Resources required supporting full and effective implementation of the turnaround interventions are carefully calculated and calibrated in each budget line item. Resources beyond the grant including General Fund, Title I Fund and IDEA are identified to enhance the support for this turnaround school.
Capacity Task	Yes	No	District Evidence
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Attached Budget Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.

Capacity Task	Yes	No	District Evidence
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	X		<p>Attached Budget</p> <p>The proposed annual budget is under two million per school and exceeds \$50,000.</p>
Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	X		<p>For the 2011-2012 academic year, IPS will apply for the SIG 1003 (g) for five (5) of the 12 schools on the Tier I & Tier II list.</p>
Capacity Task	Yes	No	District Evidence
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application 	X		<p>*SEE CHART BELOW</p>

- Funding supports the schools current capacity to improve student achievement

Design Task 1: Standards and Assessments

District *Scrimmages & Diagnostics*

Provide pacing guide and assessment data

Differentiated Accountability Coach (DA Coach)

Update school Data Wall.

Collaborate with Special Education Coach to facilitate data meetings and conversations with teachers.

Collaborate with Special Education Coach to plan and implement professional development in the area of differentiated instruction.

Serve as a model for differentiated instruction.

Collaborate with Special Education Coach to support and model co-teaching best practices which includes collaborative planning sessions.

Special Education Accountability Coach (SE Coach)

Special Education Coach will collaborate with DA Coach to facilitate data meetings and conversations with teachers.

Generate data specific to SPED and ELL and making IEP a tool to support data driven instruction

Model meaningful data driven and differentiated instruction.

Collaborate with DA coach to plan and implement professional development in the area of differentiated instruction.

Collaborate with DA coach to support and model co-teaching best practices including collaborative planning sessions.

	Design Task 2: Aligned Instructional Systems	<p>Technology Support:</p> <ul style="list-style-type: none"> • Laptops for students/class sets all classrooms • 14 iPads for School Leadership Team and Future Leaders at Work (gather teacher effectiveness data) • Air slates (8 for math/science/English) • eResponse set (20 classrooms) • Rosetta Stone Lab • Graphing Calculators 	<p>Provide powerful tool for student research, collaboration, and presentation</p> <p>Allow real time data collection for improved instruction supporting the needs of all students</p> <p>Support diverse learning styles and students with special needs</p> <p>Provide extended time for learning</p> <p>Promotes self directed learning</p>	
		Professional Development	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrating technology, and data driven decision-making.	
		Extended Learning Time	Additional 2 hours of instruction 4 days a week, and 7 weeks of intercessions and summer session	
		Intervention Specialists	<p>Provide push-in and pull-out support for students failing to meet math and English/language arts standards.</p> <p>Co-teach with teachers to support differentiated instruction. Release, or substitute, for classroom teachers for data-driven collaborative planning; professional development; provide assessment support; assist classroom instruction on a daily basis</p> <p>Provide remedial instruction for non mastery learners following each scrimmage assessment (using 8 step remediation model)</p>	
		Technology Specialist	<p>Keep all SIG technology working properly</p> <p>Support teacher training as they integrate technology into</p>	

		instruction. Update and maintain a content-rich website for Harshman Magnet Middle School.	
Design Task 3: High-Performance Leadership, Management, and Organization	District Turnaround Officer & Support	Monitor implementation and remove barriers as necessary.	
	Project Manager	Clerical work including disaggregated data reports, creating schedules and reports for the school and DOE, organization and processing of all documents pertaining to turnaround, budget and accounting	
	Curriculum Development Stipends	Teacher stipends to create integrated curriculum maps focusing on STEM themes.	
	Pearson Cluster Leader	Onsite support and coach for principal	
	Observe 360 & PD 360	Web-based teacher effectiveness tool to personalize teacher PD based on observation data. Leadership Team will require iPads II to collect this data.	
	Future Leaders at Work	<p>Identify and support of Staff-Leaders with professional development and stipend for overseeing the following programs</p> <ul style="list-style-type: none"> • Community Facilitator: Stipend for Teacher-Leader to reach out to businesses for internships and opportunities for project based learning (application of math and ELA skills in a real world context) • Curriculum Integration Coordinator: Oversee the development of integrated curriculum maps and units of study to support STEM themes. • Marketing and Transitions Coordinator: Create and oversee the implementation of a transitional program with 	

			<p>Arsenal Technical HS and other IPS High Schools. Create a school marketing plan and lead the student recruitment program.</p> <ul style="list-style-type: none"> Teacher Creativity Fellowships Coordinator: Develop creativity program, institute selection process and oversee implementation of this program to support action research fostering improved student achievement. Additional leadership roles as needed and directed by the principal. 	
		Summer Staff Retreat	Provide time for school re-visioning, curriculum planning, and intensive professional development (1 week)	
		Teacher Creativity Fellowships Fund	Classroom scholarship program to fund teacher initiated, action research projects that will improve student achievement--facilitated by Future Leader at Work	
	Design Task 4: Professional Learning Communities	Instructional Leadership Team	Foster distributed leadership through data driven systems collaborative conversations	
		Learning Teams	Collaborative teacher teams employ specific protocol to use assessment for learning in a manner that mirrors the 8-Step Process.	
		Compensation for Extended Time Learning	Compensation for PD that occurs beyond the school day/calendar & for instruction during Extended Time for Learning	
		Teacher/Leader Incentives	Financial incentives to retain & reward performance heavily weighted on student achievement data	
	Design Task 5: Parent/Guardian and	Parent Liaison	Chief liaison between home and School Leadership Team	

Parent/Guardian and Community Engagement	Parent World Language Class	Provide English language instruction for parents through Rosetta Stone		
	Parent Center	Provide welcoming access to family		
	Marketing Plan	Expand and develop a content-rich website to better connect with parents and community (Technology Specialist) Develop school wide marketing plan (Future Leader at Work)		
	Student Incentives	Provide rewards for student attendance and meeting proficiency goals		
	Transportation: Bus for Extended Time Learning	Provide student transportation to allow students to remain after the IPS sponsored end of day bus run		
Capacity		Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. <i>All models</i> <ul style="list-style-type: none"><i>Data portfolios of incoming staff/leaders</i><i>Highly Qualified in content of contractual agreement</i><i>Samples of implemented school improvement plans with documented outcomes using data</i>		X		Principal: Mr. Robert Guffin A veteran principal and instructional leader was selected to transform Harshman Middle School to become a magnet for science, technology, engineering, math, and world languages. Mr. Guffin’s experience includes successful leadership as principal and assistant principal in other schools, resulting in improved student achievement. He has intentionally selected staff members that share his vision and commitment to creating a culture where students want to learn and teachers love to teach. Mr. Guffin’s resume is included in Appendices. Staff Mr. Guffin selected staff to begin during the 2010-11 school year. During the year, Mr. Guffin observed the staff in action. He has assembled a group of effective educators with a passion for teaching and urgency for creating change so that all students can experience a rigorous education at Harshman.

			<p>At the inception of the new magnet, and through team problem solving, the staff started and implemented the following programs at Harshman during the 2010-11 school year:</p> <ul style="list-style-type: none"> • After school tutoring • Character Development Committee/Program <p>Prior to the beginning of the school year, each staff member signed a commitment letter that included responsibilities not required of other IPS staff members. Bio briefs from representative staff members are included in the Appendices.</p>
Capacity	Yes	No	District Evidence
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>Human Resources Division key personnel and the Assistant Superintendent/Turnaround Officer met with Mr. Robert Guffin to provide timelines for the hiring of the turnaround staff. Mr. Guffin organized the committees that would conduct the interviews.</p> <p>Most (80%) of the staff was replaced for the 2010-2011 school year through rigorous screening and interviews identifying candidates with a passion for teaching who care about students. All teachers signed a commitment letter that included the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provide extended time for learning after school. The principal has assembled a group of team players who are proud of their school, accountable for their students, and willing to go the extra mile to ensure students all are learning.</p> <p>The staff includes a number of teaching fellows who have come to teaching after successful jobs in STEM industries. The Harshman staff includes:</p> <ul style="list-style-type: none"> • Two reading teachers whose students have shown an average of at least two year's growth in the 2010-2011 school year. • A Nationally Board Certified School Counselor. • Innovative teachers who designed, originated, and led a character

			<p>development program for students with organizational skills challenges; brought in new business partnerships; and led fundraising efforts for the leukemia society.</p> <p>Two Woodrow Wilson fellows served as student teachers in engineering classes</p>
Capacity	Yes	No	District Evidence
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		<p>Harshman's Community Council participated in data analysis, goal setting and reached consensus on strategies to address continuous improvement at Harshman.</p> <p>Central office team consisting of school supervising directors, Title I leadership team, and Human Resources Personnel conducted four parent/community meetings from March to May of 2011 to solicit input regarding critical components we must include to demonstrate the level of urgency and commitment to escalate the level of instruction in each classroom. Everyone was invited to these meetings.</p> <p>Additional input was solicited at IPS Community Council meetings to promote community partners to identify critical factors impacting student outcomes. Some of these community council meetings were attended by our board commissioners.</p>
Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> 	X		<p>The new Action Plan of the Indianapolis Public School Board for 2010-2015 school year includes very strong and urgent student achievement data points for each school and for the district based on the accountability factors in the No Child Left Behind and Public Law 221.</p> <p>After a comprehensive briefing by Dr. White and the Associate Superintendent/ Turnaround Officer, Dr. Johnson, on our plan to adopt the turnaround model to guide school improvement effort in Board members</p>

<ul style="list-style-type: none"> Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 			indicated their full support as well as their desire to be updated on the progress of each of the turnaround school monthly.
Capacity Task	Yes	No	District Evidence
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Superintendent Assurance School Board Meeting Minutes from proposal and or discussion Superintendent SIG Presentation Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		<p>Dr. Eugene White, Superintendent of Indianapolis Public Schools, has been a true champion for turnaround schools. Armed with the level of urgency to escalate student outcomes, Dr. White directed his top level cabinet personnel (Deputy Superintendent and Associate Superintendent) to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools.</p> <p>Updates and progress check on the turnaround schools is an agenda item at the Superintendent's Cabinet meeting weekly. Dr. White has made it a priority of His Cabinet.</p>
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>The teacher union leadership team has indicated their willingness to be our active partners in eliminating barriers to allow the full implementation of the turnaround model.</p> <p>With the teachers' union support, we can and have removed and replaced teachers at turnaround schools within 2 weeks during the 2010-2011 school year.</p>

<ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 			<p>The teachers union supports changes to the school day and school calendar, recognizing that teachers will be compensated at their regular rate of pay.</p> <p>*Letter of Support Attached</p>
Capacity Task	Yes	No	District Evidence
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities Statewide and national postings External networking 	X		<p>IPS has responded to the recommendation made by the fall 2009 AdvancED NCA Accreditation visitation team to have a <i>Leadership Succession Plan</i> for the superintendent, deputy and associate superintendents, assistant superintendents, and principals.</p> <p>The new IPS Leadership Continuum included three layers:</p> <ul style="list-style-type: none"> LID – Leadership Identification and Development Principal/Leadership Academy – monthly hands on sessions with aspiring and new principals conducted by current principals and central office leaders Principal/Leadership Practitioners – two to four principals are selected to shadow and mentor top district leaders once a week to gain practical experiences and receive leadership coaching experiences as part of Educating Leaders in the Turnaround Era (ELITE) program
Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Principal and staff hiring practices Principal and staff transfer policies/procedures principal and staff recruitment, placement and 	X		<p>The Principal, Mr. Robert Guffin, was appointed by the Superintendent in April 2008.</p> <p>The Harshman staff was reconstituted prior to the 2010-2011 school year. An interview team consisting of the Principal, one assistant principal, two Harshman academic coaches, and IPS District Directors conducted the interviews and recommended candidates for hire.</p> <p>The Principal was given full authority to recommend candidates for</p>

<i>retention procedures</i>				placement at Harshman. No staff members were appointed by the District.
Capacity Task		Yes	No	District Evidence
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 		X		<p>The following timeline details the monthly focus of the proposal for Year One. Year Two and Three will follow a similar path but specific topics for professional development will be dictated by data collected through the Annual Review process.</p> <p>As part of the collaborative process, the Principal and Turnaround Officer coaches will facilitate the ongoing development of action steps based on SMART goals that are used to monitor and measure the progress of the turnaround at Harshman Magnet Middle School.</p>
Turnaround School Implementation Timeline				
<i>All elements of the turnaround plan are implemented in Year 1 and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (e.g., focus of professional development)</i>				
Time Period	Objective			Lead and Key Partners
July/August	<p>Planning process for 2011-2012 begins</p> <p>Assistant Principal: Finalize selection and training of an Assistant Principal for Harshman Middle School</p> <p>Faculty: Complete hiring of faculty for Harshman Magnet MS</p> <ul style="list-style-type: none"> • Intervention Specialists: Hire eight (8) certified teachers to provide targeted intervention, and provide support for job-embedded professional development. Also, will release classroom teachers to permit teacher collaboration and professional development 			<p>Dr. Johnson, Mr. Guffin Mr. Guffin, Principal</p> <p>Mr. Guffin, Principal and School Leadership Team—Teachers included on interview teams</p>

	<p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Coaching/Modeling/Monitoring: Coaching/modeling by coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Instructional rounds</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes</p>	<p>DA and SE Coaches & Project Manager</p> <p>DA & SE Coaches, &/or Pearson Field Specialists</p> <p>Principal, DA & SE Coaches</p> <p>Principal, Dr. Wood and Dr. Burz, Science and Engineering Teachers</p>
September	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA and SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches during instructional rounds.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson field specialist site visits</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA Coach & Project Manager</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison.</p> <p>Principal, DA and SE Coaches</p>

October	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA and SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches during instructional rounds.</p> <p>Diagnostic Assessment #1 will be administered by teachers with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Harshman Intersession: One week intersession providing intensive intervention and enrichment opportunities</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team Meetings: meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, Future Leader at Work, School leadership team & Project Manager</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal & Parent Liaison</p> <p>Principal, DA and SE Coaches</p> <p>Consultants Dr. Burz and Dr. Wood Principal, Future Leader at Work, Science and Engineering Teachers</p>
November	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA and SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches during instructional rounds.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson field specialist site visits</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, Future Leader at Work, School leadership team &</p>

	<p>Professional Development: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p>	<p>Project Manager</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal & Parent Liaison</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal, DA and SE Coaches</p>
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December	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Diagnostic Assessment #2 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes</p>	<p>Principal, Harshman Coaches/Specialists & Pearson Field Specialists</p> <p>DA Coach & Project Manager</p> <p>Principal, DA/SE Coaches, &/or Pearson Field Specialists</p> <p>Principal & School leadership team</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, DA and SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison</p> <p>Principal, DA and SE Coaches</p> <p>Principal, Dr. Wood and Dr. Burz, Science and Engineering Teachers</p>
January	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Diagnostic Assessment #2 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, DA/SE Coaches, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p>

	<p>results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Quality Review: Leadership Team review progress to date-- Note: We encourage a DOE follow up Review during this month.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p>	<p>Principal & Parent Liaison</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal and School leadership team NOTE: DOE TEAM OF QUALITY REVIEWERS WOULD BE APPROPRIATE FOR GUIDANCE</p> <p>Principal and DA/SE Coaches</p>
February	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings): School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Benchmark Assessment #3 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Team Meetings: Twice a month meetings of content specific teacher teams for improving instruction through teacher collaboration</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal & Parent Liaison.</p> <p>DA Coach & Project Manager</p> <p>Pearson Cluster Leader/Field Specialists</p> <p>Principal, DA and SE Coaches</p>

March	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings): School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>ISTEP+ Writing Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Teams Meetings: Twice a month meetings of content teacher teams for improving instruction through teacher collaboration</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Harshman Intersession: One week intersession providing intensive intervention and enrichment opportunities</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal & Parent Liaison.</p> <p>DA Coach & Project Manager</p> <p>Pearson Cluster Leader/Field Specialists</p> <p>Principal, DA and SE Coaches</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal, Future Leader at Work, School leadership team & Project Manager</p>
April	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p>

	<p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Teams Meetings: Twice a month meetings of content teacher teams for improving instruction through teacher collaboration</p> <p>ISTEP+ Multiple Choice Assessments (April/May) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p>	<p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal, DA/SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison.</p> <p>Principal, DA and SE Coaches</p> <p>Pearson Cluster Leader/Field Specialists</p> <p>Principal, DA and SE Coaches/Entire Staff</p>
May	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>ISTEP+ Writing Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison.</p> <p>DA Coach & Project Manager</p>

	<p>Pearson leadership monitoring/coaching site visits</p> <p>Content Teams Meetings: Twice a month meetings of content teacher teams for improving instruction through teacher collaboration</p> <p>Diagnostic Assessment #4 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Financial Incentives: Calculate financial incentives based on teacher performance and student achievement</p>	Pearson Cluster Leader/Field Specialists						
		Principal, DA and SE Coaches						
		DA/SE Coaches, Project Manager						
		Principal, Associate Superintendent/Turnaround Officer School Leadership Team						
June	<p>Annual Review: School leadership team presents developing school portfolio to Associate Superintendent/Turnaround Officer and school community to show evidence of progress.</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes.</p>	Principal and School Leadership Team						
		Consultants Dr. Burz and Dr. Wood Principal, Future Leader at Work, Core Teachers						
Capacity Task		Yes	No	District Evidence				
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i> <ul style="list-style-type: none"><i>Professional Development sign in sheets aligned to SIG funded PD</i><i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i>		X		<p>Indianapolis Public Schools demonstrated commitment to improving student achievement by adding an Associate Superintendent of Curriculum and Instruction and Accountability position in January 2009 to guide the school improvement effort.</p> <p>The Associate Superintendent’s support organization for the schools includes Math, Literacy, Social Studies, and Science Content Directors; Art, Music, and PE curriculum supervisors; and various curriculum facilitators.</p> <p>IPS transformed closed Forest Manor Middle School into a Professional Development Center for administrators and teachers in December 2009. This center has logged hundreds of hours of training, serving two thousand teachers since its opening.</p>				
Capacity Task		Yes	No	District Evidence				
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i>		X		<p>The following table identifies events that were held to inform, involve, and seek input from our school community.</p> <table><tr><th>EVENT</th><th>STAKEHOLDER’S REPRESENTED</th></tr><tr><td></td><td></td></tr></table>	EVENT	STAKEHOLDER’S REPRESENTED		
EVENT	STAKEHOLDER’S REPRESENTED							

<ul style="list-style-type: none">• <i>Town Hall Meetings</i>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i>• <i>Town Hall sign in sheets</i>• <i>Community Partner Assurances</i>• <i>Documentation of mailings</i>			Community Council Meeting	Monthly meetings	
			Turnaround Flyer	Sent to all parents	
			May Awards Ceremony	Principal, Teachers, Staff, Students, Parents (Parent Survey distributed)	
Capacity Task	Yes	No	District Evidence		
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. <i>All models</i> <ul style="list-style-type: none">• <i>Title I</i>• <i>Title II</i>• <i>Title III</i>• <i>IDEA</i>• <i>E-Rate</i>• <i>TAP</i>	X		The following chart depicts the proposed alignment of SIG funding with other federal, state, and local funding:		
DESIGN TASK	RESOURCE/ INTERVENTION			FUNDING SOURCE	
Design Task 1: Standards and Assessments	District <i>Scrimmages & Diagnostics</i>			District	
	Differentiated Accountability Coach (DA Coach)			Currently Title I We have recommended this in SIG	
	SPED Accountability Coach (SE Coach)			SIG Grant	
Design Task 2:	Curriculum Development with Consultants (Drs. Burz and Woods)			SIG Grant	

Aligned Instructional Systems	Technology Support: <ul style="list-style-type: none"> • Student Laptops • ILT iPad II (for SLT teacher effectiveness data collection) • Air Slates for math, science, and English classes • eResponse Sets for 20 classrooms • Rosetta Stone Lab • Graphing Calculators 	SIG Grant
	Professional Development	SIG Grant
	Extended Learning Time	SIG Grant & District
	Content Instructional Specialists	SIG grant
	Magnet Support: Dr. Rick Wood & Dr. Helen Butz	SIG Grant
Design Task 3: High-Performance Leadership, Management, and Organization	District Turnaround Office & Support	District
	Turnaround Officer	District
	Project Manager	SIG Grant
	Intern/Intersession Coordinator	SIG Grant
	Observe 360 & PD 360	SIG Grant
	Future Leaders at Work	SIG Grant
	Summer Staff Retreat	SIG Grant
	Transition program	SIG Grant
	Curriculum Development Stipends	SIG Grant
	Teacher Creativity Fellowships Funds	SIG Grant
Design Task 4: Professional Learning	Instructional Leadership Team	SIG Grant
	Learning Teams	SIG Grant

Communities	Teacher/Leader Incentives & Compensation for Extended Time Learning	SIG Grant		
Design Task 5: Parent/Guardian and Community Engagement	Parent Liaison	Title I		
	Parent World Language Class/Rosetta Stone	SIG Grant		
	Parent Center	General Fund/Title I		
	Marketing Plan	SIG Grant		
	Student Incentives	SIG Grant		
	Transportation: Bus for Extended Learning Time	SIG Grant/District		
Capacity Task		Yes	No	District Evidence
19. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i> <ul style="list-style-type: none"> Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar Increased learning time for students is tiered and supported by licensed and/or highly qualified educators A needs assessment has been completed to identify areas where extended time can be most effectively used Increased learning time is structured as a vehicle to support differentiated learning (ex :...) <ul style="list-style-type: none"> An additional block of time embedded into the school day 		X		IPS School Calendar Change IPS has changed its school calendar to create Intercessions after the first, second, and third nine-week quarters. These Intercessions will be ideal for providing intensive interventions to Tier III students needing extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. All IPS students may use these intercessions for enrichment, internships, and extended application of content under study. Harshman plans to conduct its own Intercession for one week after the first and third quarter. Harshman students will also have the opportunity to participate in an additional week of IPS sponsored Intercession after the second quarter and IPS sponsored Summer Session. Just as increased learning time has been built into the Turnaround Model for teachers, students will benefit from the opportunity for extended-time learning.

<ul style="list-style-type: none"> ○ Summer enrichment/remediation ○ Saturday intervention ○ Before or after school enrichment/remediation ○ School vacation weeks • Compensation for extended day is identified by the LEA 			<p>Extended Learning Time</p> <p>Using SIG funding, we will offer all students more time for learning by adding two hours to the school day four days a week. Staffed by certified teachers, Extended-Time Learning will offer instructional support for 28 weeks, Monday through Thursday, from 2:30-4:30 throughout the school year, adding 224 hours of instructional time. Additional Extended Time for Learning will take place during the three weeks of Intercessions and four weeks of Summer Session.</p> <p>Extended Time for Learning will begin the day after Labor Day to allow the staff time to analyze data for grouping purposes and provide time to recruit students for enrichment. Part of the student contract will include requirements to attend extended time.</p> <p>While interventions will be structured and tailored to individual needs, there will be sufficient flexibility and support to ensure that adequate opportunities are available. Harshman will run an after-school bus (beyond the district-provided transportation at the end of the school day).</p> <p>Instruction will be provided in core academic subjects by certified teachers, and approach will vary depending on student need. Throughout the school year, teacher data meetings will be held after formative assessments (3-week <i>Scrimmages</i>, 9-week <i>Diagnostics</i>). Instructional Specialists, using the 8 Step Model as a guide, will remediate students who fail to reach proficiency (mastery) of the scrimmages and diagnostic assessments with pull outs, during the school day, from elective classes. Analyses of the formative test results will reveal learning gaps, as will classroom performance data and other indicators. Extended-Learning time teachers will be able to target needs and provide targeted support. The Extended time sessions will have both group sessions and one-on-one assistance.</p> <p>The Harshman Way of 2010-2011 increased after school activities to</p>
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		<p>include over 18 clubs and organizations. Students are required to participate in at least one activity weekly. The extension of enrichment and remedial activities will allow widening of the curriculum and students' experience. The activities provide students access to activities that spark their interest in learning, build their commitment to success, connect them to the resources available in their communities, and allow them to explore and develop interests that may lead them to career goals and plans, and forges stronger relationships with teachers.</p> <p>Harshman's program will include enrichment activities for all students. Enrichment will take many forms during extended time. We plan on offering students classes in Science Bound, rugby, math counts, and engineering clubs. The Leadership Team will reach out to businesses to provide rich and relevant job shadowing, intern positions, and service learning projects during Intercessions so that students have an opportunity to experience the relevance of what they are learning. We believe this will promote connections between what our students are learning at Harshman and what they will need to know in order to be successful in college and careers.</p> <p>Teachers providing instruction during Extended-Learning Time, Intercessions, and Summer Sessions will be fully compensated.</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for 	<p>IPS is committed to helping Harshman Magnet Middle School for Science, Technology, Engineering, Mathematics and World Languages sustain a turnaround that will serve as a model school for other magnet schools in our district, state, and nation.</p> <p>Each of the IPS struggling schools has unique needs that cannot be “fixed” by a single solution. Harshman’s success in 2010-2011 puts us in a different place than our other turnaround schools, as the principal and faculty have already begun the collaborative practice of school improvement. IPS believes that Harshman, as it implements its variation of the 8-Step Process, will continue to raise student achievement in all subgroups, closing the achievement gap.</p> <p>We have analyzed needs at the school and district level, and agree that applying the proposed Improvement Model and implementing additional Learning Teams will allow Harshman to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building.</p> <p>IPS has given Harshman and its other turnaround schools great organizational flexibility. By identifying an exceptional leader to serve as principal and allowing</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>the new principal to hand-select all staff, restructure committees, and be relieved of some of the typical principal responsibilities because of his turnaround status, IPS has provided the right people to affect the turnaround. Equipped with the newly created <i>Scrimmages</i>, <i>Diagnostics</i>, and data reports provided through the IPS data warehouse, the Harshman school community can sustain the effective use of data to plan instruction that will assist them in meeting their goals and allow IPS to closely monitor their success.</p> <p>Harshman will conduct weekly school leadership team meetings, weekly instructional team meetings, and twice monthly the Content Team meetings that will regularly use data collected through IPS formative assessments, state assessments, end of course assessments as well as teacher effectiveness data as Harshman plans for ongoing professional development.</p> <p>Harshman Magnet Middle School is supported by the district standards-based formative assessments. Harshman faculty, through their participation in Content Teams that will meet twice a month, will intensify their system of using data to inform instruction, identify students in need of intervention, and assist in helping all students become self-directed learners.</p> <p>In its first year of operation, Harshman has distinguished itself as a place students want to be. Its Academic and Behavioral Standards appeal to students who want to learn in a safe, non-threatening environment. Parents are particularly pleased with Harshman and want their children to attend. The recruiting process has begun for the 2011-12 school year and over 470 students have already applied to attend. IPS will cap attendance at 500 for the 2011-2012 school year.</p> <p>IPS has supplied Harshman with limited state-of-the-art technology, including document cameras in all classrooms. Sharing language teachers with Arsenal Technical High School allows Harshman students to take a wider variety of world languages. Harshman students have the opportunity to earn high school credit in Algebra, Biology, and several world languages. Integrated Chemistry and Physics classes are being offered to eighth grade students for high school credit effective</p>
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	<p>beginning the 2011-2012 school year.</p> <ul style="list-style-type: none"> • The IPS Turnaround Officer/Associate Superintendent will visit Harshman on a regular basis to personally assess Harshman’s turnaround progress. She will examine the data wall for timely data and review summaries of data meetings that identify school/teacher/student weaknesses. • Pearson, an external provider, will provide support to help Harshman with coaching and support for teachers and the principal. • Drs. Burz and Wood, external consultants, will provide guidance and direction as Harshman integrates its curriculum, in all classrooms, to its STEM magnet themes. • The Dyslexia Institute of Indiana (DII), another external partner, will provide Orton-Gillingham reading training for the Instructional Specialists, and one hour training on recognition of learning disabilities to the entire staff. In addition, the DII will work with students in small groups, and some students individually, and teach reading to over 40 students who are reading below grade level. Instructional Specialists will receive ten days of training in the Orton-Gillingham method for teaching reading. <p>A Project Manager will assist Harshman to submit all data/forms to IPS, IDOE, and/or USDE in accordance to timeline. The Project Manager will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers.	<p>Finding External Partners</p> <p>Various providers, identified as leaders in school reform, were researched, contacted and—in multiple cases—interviewed by telephone. Evidence of impact was requested and provided by recipient districts.</p>

<p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly)</p>	<p>The Principal selected a motivated and committed staff for Harshman prior to the 2010-2011 school year. We sought partners to support the current staff and school identified needs and to guide the leadership to additional resources. Further, as discovered through our investigations, we desired a partner with the willingness and capacity to be of assistance <i>onsite</i>. We wanted partners that would provide support and bring additional insight and resources to the leadership team/school.</p> <p>Pearson recognizes that Harshman Magnet Middle School has begun the process of effective turnaround and are committed to provide support to Harshman as the school sustains the trajectory of academic growth and instructional focus established during 2010-2011. Pearson's onsite assistance will support Harshman with highly trained, skilled and experienced educators. Harshman seeks a partner that will support teachers and model differentiated instruction in teacher classrooms. A Harshman objective is to continue to build our internal capacity to sustain significant growth.</p> <p>Harshman's professional learning communities will have the opportunity to expand its collaborative practice through cross grade level Tuesday instructional meetings and twice monthly content specific team meetings. In addition, several hours of professional development on magnet theme integration will be conducted by Dr. Helen Burz and Dr. Rick Wood. This series of professional learning activities will be capacity building sessions.</p> <p>Harshman conducted Tuesday meetings (cross content team meetings by grade level) during the 2010-2011 school year. The successes are reflected in the improved ISTEP+ scores and the district leading benchmark and scrimmage results. The SIG grant will allow us the ability to conduct additional capacity building training with content specific meetings twice monthly. With professional consultants and "experts" from Pearson assisting our Harshman leadership team, the capacity of our teaching staff to deliver differentiated instruction successfully will produce higher achievement levels from our students.</p>
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and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

IPS Support

While IPS provides a Director of Turnaround Schools and a formal IPS Turnaround Office has been created at the district office, operational flexibility has been granted to Harshman to continue to grow in a manner that is self directed without laying upon it the type of oversight typically seen as support. With our School leadership team in place, IPS will support the conditions and environment necessary to enable school autonomy. The *Harshman Way* seeks continued autonomy as a means of continuing the growth trajectory indicated by results of 2010-2011.

IPS will continue to closely monitor assessment data for Harshman, communicate regularly with the principal, and provide support necessary to continue the pattern of increased academic achievement.

GETTING STARTED PHASE

The Getting Started phase began with a review of the DOE Quality Review Report provided to Harshman by a Indiana Department of Education team in January 2011. The IDOE Quality Review team spent two days onsite conducting interviews with school principals and teachers, district staff, and community stakeholders. These meetings were frank and open discussions about strengths and challenges.

The Quality Review Report discussed what is already in place, where challenges exist, and suggestions for school improvement. The IDOE Quality Review Report (QRR) was an important point of reference as Harshman wrote this plan for the SIG grant. The IDOE QRR provided a starting point for a coherent strategy and implementation plan for continued school improvement to build on strengths. With this as the starting point, a clear action plan for Harshman was developed.

Pearson SERVICES for Harshman Turnaround Partnership

On-Site Technical Assistance

Harshman Magnet Middle School will be assigned a **Cluster Leader** who will

	<p>manage the delivery of services to the school. Harshman will receive 28 days of intensive on-site technical assistance and coaching over the course of each school year with focused training and instruction from Pearson Field Specialists. Use of these resources will depend upon the needs at Harshman and collaboratively determined by the Cluster Leader and the Principal.</p> <p>A turn-around Cluster Leader, with a proven history of having led successful school reform in a high-need, low-performing school, will serve as the principal's advisor. This experienced, expert provider will guide, influence and support the principal through the countless, complex challenges faced as Harshman continues to dramatically increase student achievement.</p> <p>Field Specialists will support, coach, and model differentiated lesson planning, instructional delivery, and data reviews, in collaboration with the Principal, Harshman's DA and SE Coaches, and other members of the instructional leadership team, and will lead reflective discussions with teachers for the purpose of improving instruction.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment C).	

The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:

- (a) Identifying resources currently being utilized in an academic support capacity;
- (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;
- (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
- (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);
- (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;
- (f) Redirecting resources that are not being used to support the school improvement process; and

IPS Academic Support

Beginning with the current school year, all content teachers in the turnaround schools are accountable for: (a) using new ***Instructional Calendars*** (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform 3-week **formative assessments** (*Scrimmages*) and quarterly assessments (*Diagnostics/Benchmarks*); (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices.

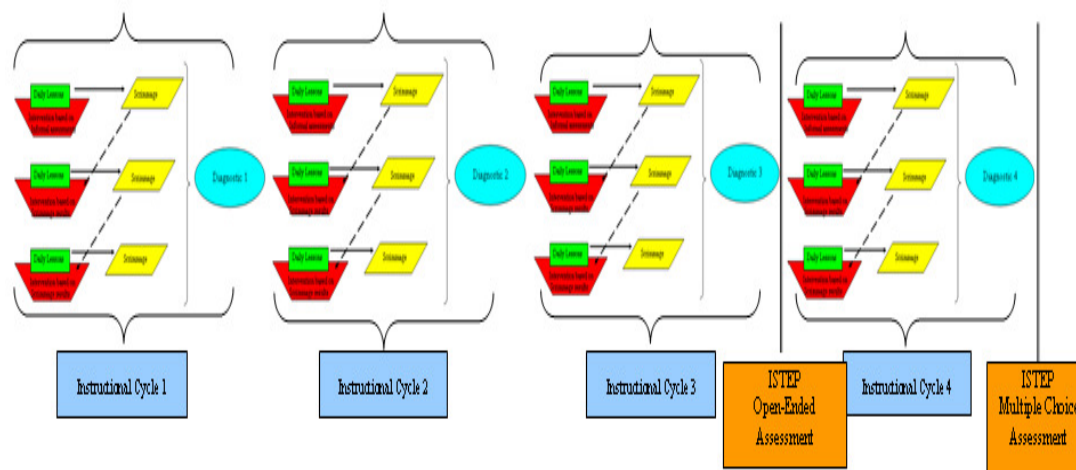
- Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing) covering four *Instructional Cycles* across the school year.
- Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with *Scrimmage* assessments administered every three weeks. Daily lessons prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers). (NOTE: HARSHMAN PROJECT MANAGER AND INSTRUCTIONAL SPECIALISTS CAN SCORE THE SCRIMMAGES)
- Disaggregated results are back to teachers within two days. *Scrimmage* data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.
- Re-teaching occurs. At Harshman, Instructional Specialists will collaborate with classroom teachers and the DA and SE Coaches to develop remediation for those who did not complete the scrimmage at the Proficiency Level. Students who are

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

not proficient will be pulled from elective classes for a three week period of time (or until Instructional Specialists determine that Proficiency Level has been obtained).

- Within an Instructional Cycle (9-weeks), three *Scrimmage* assessments prepare students for quarterly *Diagnostic* (Benchmark) Assessments. These diagnostic assessments gauge students' progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. The following illustration shows the Four Instructional Cycles across the school year.



IPS has changed the school calendar so that students attend in nine-week blocks that are followed by intersessions which will allow Harshman students to continue learning year round. The chart below depicts our school calendar:

	<p>9 Week Quarter Session 2 Week Intersession 9 Week Quarter Holiday Break 9 Week Quarter 1 Week Intersession 9 Week Quarter 4 Week Summer</p> <p>Intercession and Summer Session instruction will be provided in core academic subjects by certified teachers, and approaches will vary according to student needs. The Harshman Way will support Tier 2 and Tier 3 students while enrichment opportunities, including mini-internships, will be offered to all students. Input will be gathered from community, parents, and students to determine the focus of enrichment opportunities. We will solicit assistance from community partners to provide rich and relevant enrichment activities that foster bio/psycho/social development for students.</p> <p>IPS Monitoring and On Site Presence</p> <p>The Turnaround Officer will be onsite at Harshman regularly to monitor the progress of the turnaround.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
	<p>4. <i>Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></p>

<p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; 	<p><u>Turnaround Officer</u></p> <p>A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.</p> <p>To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. Associate Superintendent, Dr. Li-Yen Johnson serves as the district's Turnaround Officer.</p> <p>Dr. Eugene White, Superintendent of IPS, appointed Dr. Johnson as the Turnaround Officer giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—will give turnaround principals the authority to remove ineffective teachers (across the school year) and the Turnaround Officer will enable the responsive action needed to enact necessary changes. During the 2010-11 school year, turnaround principals and the Turnaround Officer included the removal of three (of four) special education teachers, after the school year started.</p> <p>Throughout the SIG grant period, the Turnaround Officer will work closely with the Principal and the external providers to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement.</p> <p>Dr. Li-Yen Johnson's resume is provided in the attached <i>Appendices</i> document.</p> <p>Changes to the evaluation policy for teachers and principals have been made to support our Turnaround Schools. They are described below.</p>
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<p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>Teachers</p> <p>In 2007, Indianapolis Public Schools adopted an <i>evidenced-based teacher evaluation model</i>, based on the work of Charlotte Danielson. This model focuses our attention on the major four domains of teacher supervision and evaluation: <i>Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment, and Teacher Professional Obligations</i>.</p> <p>Teachers with less than five years of experience in the district are evaluated annually with weekly walkthroughs, monthly informal observations, and one required formal observation per semester. Teachers with more than five years are placed on a four year cycle for summative evaluation.</p> <p>The district will modify its practices and policies to enable the full and effective implementation of the turnaround school model in the following ways.</p> <p>Turnaround principals will conduct weekly walkthroughs, monthly informal observations, and annually evaluate <u>all</u> instructional teachers, differentiating performance across four rating categories.</p> <p>The evaluation tool has two components:</p> <ul style="list-style-type: none"> • Part I is based on student performance (weighted at 51 percent). <p>To earn the maximum award, 75 percent of teachers' students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)</p> <ul style="list-style-type: none"> • Part II is based on teacher proficiencies (weighted at 49 percent). Four domains of performance, based on Charlotte Danielson's A Framework for Teaching, 2nd Edition, Evaluate Teachers' Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.
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Evaluation ratings **distinguish levels** of effectiveness as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.

- Turnaround principals have broader authority and flexibility in filling vacancies and are **not bound by current** IPS Human Resources Processes in placement of **displaced teachers**.
- Turnaround principals are able to **interview** and **select** teachers from **outside** as well as teachers within the district when hiring staff.
- Vacancies in the turnaround schools will go through a **Posting Process** (flexibility unlike traditional IPS high schools) to allow us to attract the best and the brightest.
- A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher **removal decisions** in **one or two weeks**.
- Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

The Turnaround Officer has given all turnaround principals the authority to select (not be assigned) their SIG-funded, full-time Instructional Specialist teachers (These teachers instruct classes, while teachers participate in job-embedded professional development and conduct remediation per the modification of the 8step process in place at Harshman). The Harshman principal has been given responsibility to hire

	<p>staff for all positions.</p> <ul style="list-style-type: none"> • A newly-created three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. The evaluation team is comprised of individuals who worked to design the new performance evaluations. Members include the former Chief of Human Resources, Office of Professional Growth Chief and a Supervisor involved in using the Charlotte Danielson Model to develop the new performance evaluation tool. Classroom observations will be conducted—using a three-tiered system that identifies those teachers who are highly-effective, those who have promise but some gaps needing support within a defined period of intervention, and those who are ineffective. This “second set of eyes” will support the principal’s efforts to ensure that turnaround staff is highly effective and supported through professional development. • Across the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from Harshman within two weeks. • The Turnaround Officer will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools. • The turnaround principal and the Associate Superintendent/Turnaround Officer will develop and implement a recruitment bonus initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school (funds set aside in the proposed budget, Personnel Costs). • Monthly discussions between the Associate Superintendent/Turnaround Officer and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround leadership, teachers’ capacity to impact student impact, and the accountability of critical central office divisions.
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Principals

Indianapolis Public School middle school principals are evaluated with a summative evaluation process each year by the Director of Secondary Education. Turnaround principals will be annually evaluated by the Associate Superintendent of Curriculum/Instruction/Accountability (Turnaround Officer) with an intentional (formative) nine-week performance review. Real-time evidence will be collected by the Turnaround Officer to confirm performance levels.

The turnaround principal evaluation will be performance-base driven, giving at least **51 percent** of the weight to the **performance of the turnaround school** (unlike traditional IPS elementary schools, weighted at 20 percent). To earn the maximum award, 75 percent of students must demonstrate proficiency (Pass) in multiple achievement categories, i.e., ISTEP+. The remaining **49 percent** is based on the **principal's administrative performance**.

A new *Administrative Evaluative Rating Instrument* enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to those elements identified within the State's *Race to the Top* plan and the State administrators' licensing SLLA competency standards. New principal performance ratings will determine pay raises, job placements, promotions and dismissals.

The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas to be evaluated** include: (1) Strategic Leadership (2) Curriculum and Instruction Accountability; (3) Supervision and Evaluation of Personnel; and (4) School Operations. Salary increases across the IPS district will be differentiated based on performance ratings.

- 90 – 100 points: Eligible for maximum bonus consideration
- 80 – 89 points: Eligible for a bonus consideration
- 70 – 79 points: Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current

position

- 69 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) before termination of employment.

NOTE: While the same district evaluation tool and rating system will be used for *all* IPS building administrators, **turnaround principals will be held to a higher level of accountability**. Turnaround principals will be expected to demonstrate performance in the top two highest rating categories. Performance score ratings falling below 70 points will result in the immediate removal of the turnaround principal. If ratings fall in the 70-79 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent and the Turnaround Officer.

The following chart summarizes the **four broad evaluation areas** measured, and the **specific elements that contribute to performance ratings**.

Areas To Be Evaluated	Total Possible Points	Administrator's Score
Area 1: Strategic Leadership	18	
Area 2: Curriculum and Instruction Accountability	37	
Area 3: Supervision and Evaluation of Personnel	21	
Area 4: School Operations	24	
TOTAL POINTS	100	

The following is an EXAMPLE of the **assessed components** for one of the broad evaluation areas (Area 2: Curriculum and Instruction Accountability).

Area 2: Curriculum and Instruction	Value	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Score	

		Accountability						
		2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none"> Demonstrates annual performance targets Demonstrates measureable improvement in data points 	4	4	3	2		
		2B. Impact of Title I Funding	3	3	2	1		
		2C. Professional Development	3	3	2	1		
		2D. Instructional Leadership: <ul style="list-style-type: none"> Monitoring SIP strategies 	3	3	2	1		
			Value	Made AYP without Safe Harbor	Made AYP with Safe Harbor	Did Not Make AYP but Made Achievement Gains	Did Not Make AYP or Gains	Score
		2E. AYP Status	12	12	8	4	0	
			Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
		2F. Public Law 221 Status	4	4	3	2	1	0
			Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
		2G. Achievement of District's	4	4	3	2	0	

Strategic Plan Accountability Goals – E/LA						
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2H. Achievement of District's Strategic Plan Accountability Goals -- MATH	4	4	3	2	0	
Total Points AREA 2	37					

A complete copy of the performance evaluation, detailing components for **all four broad areas** (Strategic Leadership, Curriculum and Instruction, Supervision and Evaluation of Personnel and School Operations), is provided in the attached *Appendices* document.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational 	<p>The Associate Superintendent/Turnaround Officer will sustain reform efforts, minimally, at four levels:</p> <ul style="list-style-type: none"> (a) Findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider (Pearson) will be reviewed by the Turnaround Officer and turnaround principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Turnaround Officer will support the turnaround principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the Associate Superintendent/Turnaround Officer will hold the turnaround principal accountable for maintaining fidelity to the model as described in this proposal; (b) To keep key leadership apprised of turnaround school progress and to solicit their input and continuous support, data findings will be: <ul style="list-style-type: none"> • directly reported to the Superintendent • shared at weekly superintendent's cabinet meetings • periodically updated in the superintendent's <i>Weekly School Board Notes</i> • reported quarterly to the School Board <i>Education Committee</i> (c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement; and (d) Findings from <i>Phase I</i> turnaround schools will offer subsequent intervention schools with invaluable "lessons learned," as the next round of intervention schools

<p>improvement;</p> <p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of</p>	<p>use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>In addition, quarterly meetings with the all stakeholders will keep all apprised of implementation results. Harshman's Leadership Team, in conjunction with the Pearson Cluster Leader, will design appropriate next steps to foster continuous improvement, identify barriers inhibiting initiatives, and work to remove those barriers.</p> <p>Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives.</p> <p>Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at Harshman.</p> <p>Included in the proposal is modeling, coaching, co-planning, providing exemplars--strategies designed to provide support and guidance. Harshman has taken the first steps in the turnaround process and has had significantly improved student achievement results (see ISTEP +, Biology ECA, Algebra ECA).</p> <p>The sustainability of these efforts will be the result of capacity building for future leaders, instructional structure and understandings of differentiated instruction, and a greater capacity to use 21st Century technology. Technology and materials item will support our program long after the grant term expires. Harshman's culture of learning and commitment to a rigorous, coherent, and aligned standards-based instructional system that supports effective learning is in place. Maintaining the rising trajectory will involve fostering that culture to help students become independent, self-directed learners.</p>
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interventions and school improvement activities;

- (I) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

Fees for outside consultants will be reduced or eliminated. In addition, public and private grant funding that meets our identified needs can be applied for following the end of the funding period.

As indicated in the alignment of resources chart below, a plan to sustain reforms is in place.

Professional development training provided by our external provider on tiered intervention and differentiated learning	Following three years grant funding, Harshman staff will have the internal capacity to locally-provide and sustain training needs. Licensing fees to support differentiated interventions (RtI) could be sustained through IDEA.
Professional Development for Classroom Teachers, 8 full-time Intervention Specialists, (providing release time for classroom teachers' job-embedded PD and implementation of The Harshman Way's version of the 8 step process), a fulltime SE Coach and a full-time DA Coach	At the conclusion of the grant funding Instructional Specialists Potential funding source: Title I. It is anticipated that fewer Instructional Specialists will be required as the culture of performance is raised as an expectation and teachers develop more finely turned skills of differentiating instruction. Potential funding source for SE Coach: Special Education funding
Performance-based financial awards; support for Future Leaders at Work	Competitive grant application to the U.S. Department of Education (Teacher Incentive Awards); Gates Foundation
Extended-Time Learning costs for teachers and transportation	Allowable costs under Title I
iPad and Wireless Card fees	Technology grants
External Provider, Quality Reviews, and Project Manager	Capacity gain should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.

4. Implementation of Turnaround

➤ Instructions:

- 1) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 2) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	Principal was appointed in 2008-2009 to begin with 2009-2010 school year	Eugene White	April 2009
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	Observe staff during 2009-2010 school year to assess instructional effectiveness Interview and hire staff for placement during 2010-2011	Principal Robert Guffin Principal Robert Guffin	August 2009- February 2010 February 2010-June 2010
3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>	Develop recruitment and incentive staff strategies	Li-Yen Johnson and Robert Guffin	July 2010- September 2010

4. <i>Provide high quality, job-embedded professional development.</i>	Develop Professional Development Plan (on going)	Principal Robert Guffin DA Coach SPED Coach	June 2010- May 2014
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	Turnaround Officer appointed by Indianapolis Public School Board of Commissioners and Superintendent Eugene White	Li-Yen Johnson	2010-2011 academic year
6. <i>Use data to implement an aligned instructional program.</i>	Implementation of Harshman version of 8 Step Plan (ongoing)	Robert Guffin Principal DA Coach SPED Coach	July 2010- May 2014
7. <i>Promote the use of data to inform and differentiated instruction.</i>	Weekly Tuesday Team instructional meetings Bi-Weekly Content Area Teams meetings Implementation of Harshman version of 8 step plan	Robert Guffin Principal DA Coach SPED Coach	August 2011- May 2014
8. <i>Provide increased learning time for students and staff.</i>	Extended day activity Intercession (Harshman school sessions in addition to IPS sponsored Intercessions) resulting from Balanced Calendar initiative of the School District	Robert Guffin Principal DA Coach SPED Coach Future Leaders at Work IPS Intercession Specialist	Annually in October and April
9. <i>Provide social-emotional and community-oriented services/supports.</i>	Parent Liaison will identify additional parent involvement opportunities, conduct home visits, and facilitate home-school connections. They will also be a member of the	Parent Liaison Principal Future Leaders at Work	August 2011- May 2014

	<p>school leadership team.</p> <p>Community and Family events will encourage partnership and commitment</p> <p>Improved parent communications in English and Spanish will effectively link home and school.</p> <p>A Parent Center will provide access to financial, emotional/social, psychological resources for families.</p> <p>After school community partnerships will be nurtured.</p>	Teachers	
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- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

The current Principal, Robert Guffin, was selected by Superintendent Eugene White to head the turnaround efforts at Harshman. Mr. Guffin has re-constituted the Harshman staff (beginning with 2010-2011 school year) and has led the school to significant progress on the state ISTEP examination, Mr. Guffin in a strong position to continue the leadership that resulted in a 27% increase in student performance on ISTEP during the 2010-2011 school year.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: **NONE**

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2011-2012 school year.	X	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2009-2010 Baseline Data <small>(most recent available data that corresponds to the proposed goals)</small>	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
The percentage of 7 th & 8 th grade students passing ISTEP+ in the area of E/LA in 2009-2010: 39.2%	By spring 2012, <u>52 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>60 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>65 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Annual Goals align with the IPS 2010-2015 Strategic Plan)
The percentage of 7 th & 8 th grade students passing ISTEP+ in the area of Math in 2009-2010: 51.1%	By spring 2012, <u>52 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>60 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>65 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Annual Goals align with the IPS 2010-2015 Strategic Plan)

II: Budget

Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards		
Pearson Comprehensive Improvement Model: Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training Differentiated Accountability & Special Education Accountability Coach: Onsite coaching and facilitation of collaborative data use IT Specialist: Integrating technology & troubleshooting	Turnaround	1003(a) School Improvement Grant - AYP funds SPED Funds

Intervention Specialist: Relieve teachers to permit data analysis, collaborative planning & PD; work directly with students during interventions Project Manager: Complete schedules/paperwork for all elements of Turnaround in a timely fashion Future Leaders: 40 hours of PD for 2 educators Pearson Learning Teams: Collaborative PD & leadership training Financial Incentives: Bonuses based on student achievement data and performance Extended Time Learning: Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending after school Student/Family Incentives: Funds to provide motivational items/events for students and families Technology Enhancement: Document Projectors, iPads, Air Slates (2 per classroom), etc. Intervention Materials: Consumable materials for tiered intervention (Navigator, Ramp Up, etc.)		
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround	Title II, Part A
State Resources		
Formative Assessments/Pacing Guides: Scrimmages and Diagnostics with accompanying reports IPS Data Warehouse: System for retaining, analyzing, and distributing records	Turnaround	District

Turnaround-LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g) 2011-2012

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation **Indianapolis Public Schools**

Number **5385**

School Name **H.L. Harshman Magnet Middle School Science, Technology, Engineering, Math, and World Languages**

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☒ Turnaround

☐ Restart

☐ Transformation

☐ Closure

Assurances

Indianapolis Public Schools assures that it will:

Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- ☐ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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**English/Language Arts
2009-2010 Data**

Special Ed	88.2%	75	High	Medium: Teaching staff did not have a concentrated focus during the 09-10 academic year allowing for a “laser-like” focus on student needs.
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**Mathematics
2009-2010 Data**

N/A				
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<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>The SPED cell was the only cell that did not reach the level of “safe harbor” during the 2009-2010 school year.</p> <p>85% of the SPED students did not pass the ISTEP examination.</p>	<p>100% of the SPED students during 2009-2010 did not receive adequate instruction from the Special Education Teachers, and instruction was not differentiated by core teachers.</p> <p>Additional learning time was not sufficient for raising the performance of our SPED students to the level of the standard.</p>

Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.71%	97.9%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	N/A	BAS-Before/After School

7. Discipline incidents*	3242	1367
8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	<p>Domain 2: Classroom Management</p> <p>0 = Unsatisfactory 7 = Basic 4 = Proficient 4 = Distinguished</p> <p>Domain 3: Instruction</p> <p>1 = Unsatisfactory (but not recommended for termination) 5 = Basic 4 = Proficient 5 = Distinguished</p>	<p>Domain 2: Classroom Management</p> <p>0 = Unsatisfactory 2 = Basic 13 = Proficient 5 = Distinguished</p> <p>Domain 3: Instruction</p> <p>0 = Unsatisfactory (but not recommended for termination) 1 = Basic 17 = Proficient 2 = Distinguished</p>
10 Teacher attendance rate	96.18%	97.4%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> ‘Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>The level of teacher performance in 2009-2010 was insufficient to adequately address the performance levels of our students.</p> <p>Teacher level of performance improved significantly during the 2010-2011 school year as a result of re-constitution of the staff.</p> <p>Discipline incidents were reduced significantly in 2010-2011. (This is partially due to improved instruction in all classrooms.)</p> <p>Additional learning time was offered after school during 2010-2011.</p>	<p>In 2009-2010, teachers were complacent with their instructional efforts.</p> <p>In 2010-2011, teacher instructional focus was significantly improved.</p> <p>Teacher attendance rates rose in 2010-2011.</p> <p>Increased learning time provided more opportunities to student-teacher relationship development during 2010-2011. .</p>

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			X		1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
			X		
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas.
			X		
			X		
			X		
				X	

6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.			X X		6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X X	X X	X	1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments

1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X	X X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X X X	X	1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X		X	X	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.
		X	X		
		X			
			X		

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.” <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “	What is at the “root” of the findings? What is the underlying cause? <i>Appropriate example ”</i> We don’t know how to align our curriculum across grade levels.” <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”
Principal and Leadership In IPS, Principals and leadership are limited to hiring in-district and seniority/tenure issues have impacted staffing in the past. Harshman, was provided an opportunity to re-constitute the staff	Principal and Leadership Hiring and retraining an effective faculty at Harshman has been difficult in the past as the principal has been limited by IPS policy and teacher union agreements.

in 2010-2011. IPS allowed the principal great flexibility in hiring.

Instruction

Although students are regularly engaged in classrooms, differentiated instruction is a target area in Harshman's plan to increase student achievement. Teachers noted that while collaborative learning happens, in both teacher groups and student groups, professional development on differentiated instruction would support their efforts to improve student achievement.

Curriculum

Harshman students have a wide range of performance levels when they enter the magnet. To professionally address the needs of all learners, training on how to effectively **differentiate lessons** for maximum student growth is an objective the staff has targeted for the 2011-2012 school term. This target resulted from the staff reflection discussion concerning how we grow to ready all of our students for high school, college, and beyond.

As a designated IPS Turnaround School in 2011-2012, Harshman will have **operational flexibility** that includes the ability to hire teachers from outside the district and to have ineffective teachers removed in a timely fashion (within a two week timeframe).

Instruction

Harshman teachers believe that increasing the rigor and challenging students at a higher level, including those with accommodations or needing more time for learning, will result in increased student achievement.

Professional Development for **Differentiating instruction** will enhance the ability to reach the diversity of student needs represented in Harshman classrooms.

Due to pacing issues, the response to instruction and use of assessment data to remediate non-mastery students is limited.

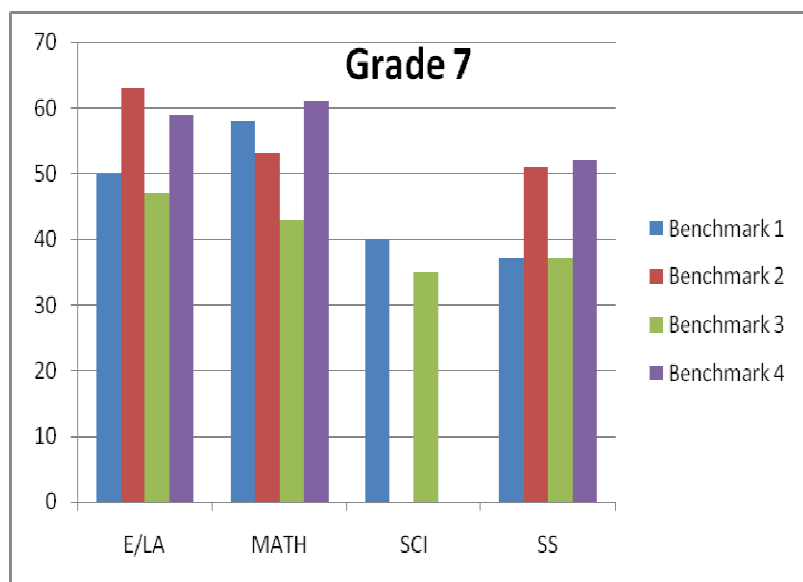
As a designated IPS Turnaround School, Harshman teachers will be formally evaluated every year. In addition, coaches and administrators will conduct daily Instructional Rounds followed by reflective conversations to support faculty members in their quest for continuous for instructional improvement

Curriculum

As a magnet, there are many opportunities for **integrating curriculum** that flow from being a STEM and World Languages magnet school that are perceived as missing. Time spent on collaboration to integrate the curriculum using STEM topics as major themes. Harshman teachers who are passionate about students' learning and prefer not to miss classroom time with students. Opportunities are sought to collaborate and create a

<p>Both Special Education students and English language learners at Harshman are included in core classrooms. Further training and understanding of differentiated instruction will assist us in serving these students.</p> <p>The development of the STEM magnet school wide through integration of the curriculum will enrich the collaborative power of teachers</p> <p>Data-Formative Assessments</p>	<p>school wide curriculum map for tighter integration between subject areas. In year one, Engineering and Science teachers will collaborate to integrate the two core areas. The integration will extend to all core courses during year two. Year three will develop integration to include the elective and special courses (art, music, physical education, etc).</p> <p>The plan includes all staff training to:</p> <ol style="list-style-type: none"> 1. Clarify the meaning of differentiation so that all have a common understanding 2. Design collaboratively differentiated lessons. 3. Modeling by Differentiated Accountability (DA) and Special Education (SE) Coaches 4. Co-teaching with DA and SE Coaches collaborating on planning, individually with teachers, and delivering instruction together in classrooms. 5. Inspection and reflection of student work to create conversation regarding ways to improve delivery of differentiated instruction. 6. Collaborative Book study (not yet selected the book we will use) of differentiated instruction <p>Teachers are challenged to apply differentiated instruction to their content area. This is especially true as the needs for academic language to support STEM content is considered. The plan is to provide supports and scaffolds so that students with special needs, and students whose native language is not English, can build their background knowledge and construct meaning. The SE Coach will lead this effort as he/she conducts professional development with the SPED and ELL staff. The ELL/SPED team will lead the conversations with the core and elective teachers.</p> <p>Data-Formative Assessments</p>
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During the current school year, IPS has instituted *Diagnostics* and *Scrimmages*. These standards-based formative assessments provide teachers with data regarding student achievement for English/language arts, mathematics, science and social studies. The following chart summarizes our results for the current year:

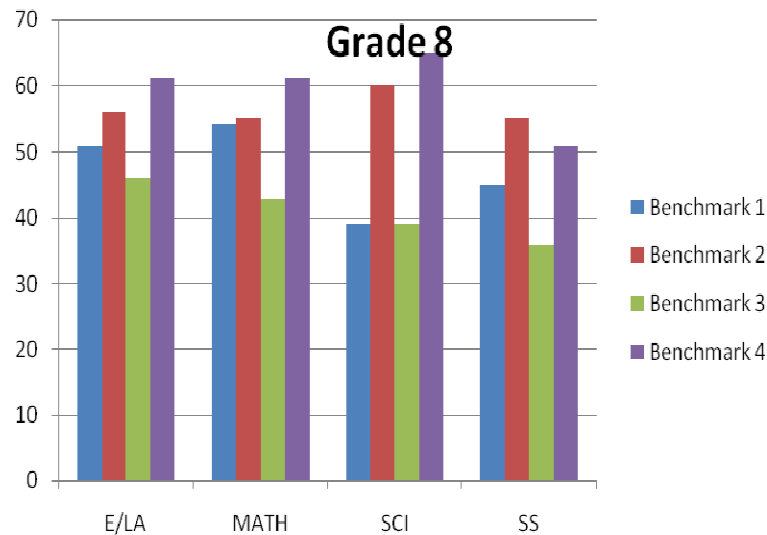


Teachers tend to use *Diagnostics* and *Scrimmages* data to grade their own teaching. Students in need of corrective reteaching or **aggressive intervention are identified**, as individual scores are reviewed, but re-teaching opportunities have been limited due to pacing concerns.

The widely ranging benchmark scores, and strong performance on the last benchmark for the current year, and significant ISTEP growth are evidence that Harshman students CAN perform at high levels. Time for collaboration is needed in order to use this assessment data most effectively. Assessment data will be disaggregated from *Scrimmages* and *Diagnostics*, followed by implementation of the Harshman version of the 8 Step program. This will support individual instruction for students who have not mastered the essential learnings.

Currently, both the DA and SE Instructional Coaches meet weekly with both classified and certified staff to create targeted interventions for students identified as needing instructions support. The SPED coach creates data tables for each of these students so that teachers know exactly what type of support students need. This leadership from our coaches is essential to retain the trajectory of growth began in 2010-2011. Instructional Specialists will allow opportunities to implement the Response to Instruction (RTI) process for all students. In addition, the data will assist SPED teachers to develop student Individual Education Plans (IEP's). These data charts will also be used to support interventions with SPED and ELL students.

Literacy (SRI) and math screeners for incoming students will be used to help teachers receive targeted learning needs data on **all** students **during the first two weeks of school**. These screeners can identify students needing Tiered support at the beginning of



As we reviewed the results from our four benchmarks for the current school year, we observed peaks and valleys. When compared to the other students in grades 7 and 8, Harshman students showed great variance illustrated in the chart below that shows how our students ranked compared to other schools in IPS.

HMMS Ranking

BENCH- MARK	E/LA	MATH	SCI	SS
GRADE 7				
1	5 TH	2 ND	2 ND	6 TH
2	1 ST	2 ND		1 ST
3	3 RD	7 TH	7 TH	7 TH
4	1 ST	1 ST		2 ND
GRADE 8				
1	4 TH	4 TH	4 TH	3 RD
2	2 ND	1 ST	2 ND	2 ND
3	5 TH	5 TH	9 TH	6 TH
4	3 RD	1 ST	1 ST	4 TH

the year.

Teachers requested support for time to use data to re-teach. A collaboratively developed goal is to provide **students more access** to their school data. Research tells us that those students who take responsibility for their own learning perform at higher levels. The Instructional Specialists will support students who perform at less than mastery on assessments (scrimmages and benchmarks) through pull-outs from elective classes. This is Harshman's version of the 8 step program providing maintenance and remediation. By focusing our efforts with the Instructional Specialists Harshman will keep core instructional periods at their maximum minutes possible while attaching the Specialists to grade level teacher teams. The Instructional Specialists will provide release time for professional development for core teachers and provide a seamless continuation of instruction in the classroom when a teacher is absent from the classroom. The Instructional Specialists will work collaboratively as a member of a team, and be a part of the solution for Harshman to reach the goal of providing mastery level performance for ALL students.

For instance in social studies, our 7th graders ranked 6th in the first quarter, 1st in the 2nd quarter, 7th in the 3rd quarter, and 2nd in the final quarter.

Similarly, in science our 8th graders were 4th in the 1st quarter, 2nd in the 2nd quarter, 9th (last) in the 3rd quarter, and 1st in the final quarter.

We finished the year well, as our 4th quarter Diagnostics indicated we led the district in 4 of the 8 areas tested, and were within 2 percentage points of the leader in all areas except 8th grade social studies.

Teachers felt the IPS formative assessments helped them plan instruction and pointed out that the Special Education Coach created individual data tracking sheets that they found informative and helpful.

Professional Development

Harshman's professional development is aligned to curriculum and instruction. Harshman Tuesday instructional meetings spent several weeks discussing student work following the introduction of a new strategy. Missing from the staff development is additional time for the collaboration required to build teacher capacity to raise the level of instruction to a higher plane. The Harshman plan is to address this through Instructional Specialists who serve the purposes delineated in the next column, through compensation opportunities for outside of classroom time for teachers, and through professional development sessions led by the Principal, DA and SE Coaches with support from Pearson field specialists.

Professional Development

The staff has a variety of strengths and will benefit from a more personalized delivery of professional development. When professional growth and development are nurtured within the classrooms through job-embedded monitoring, coaching, and reflective practices personal and professional growth expand exponentially.

Professional growth will occur as the DA and SE instructional coaches increase their collaborative time and efforts with teachers both individually and with teams. Through reflection and the identification of specific, targeted, and well defined objectives, together instructional delivery and student outcomes can be improved. Pearson will provide field specialists to assist in

In addition, Harshman plans to initiate individual professional development for teachers through collaborative self-reflective conversations by the DA and SE coaches following instructional rounds.

Job-embedded professional development occurs but follow up has been limited due to time constraints, and district imposed responsibilities, and lack of the financial and human capital required to release teachers for training.

Parents, Family, Community

Although Harshman employs a parent liaison, a **comprehensive parent and community engagement plan** are not fully in place. Parental participation in the school is required in our parent contract/compact, however, we did not effectively monitor and develop this part of our and student academic experience. A Harshman Objective for 2011-2012 is to create comprehensive plans for increasing parent engagement. While several community and business partners were developed in 2010-2011, additional planning and development of community and business support will enhance student opportunities and growth.

Harshman's capacity to provide personalized professional growth.

Harshman DA and SE coaches will promote a common academic language to enrich student knowledge, build teacher capacity, and target misconceptions that impact future learning.

Teachers also expressed a need to increase the **perception data** from students, as it applies to student **confidence levels and interests**, as they explore and learn new concepts and apply them to real world projects. As a part of our shifting/distributive leadership philosophy, these efforts will be researched, structured and led by a Harshman Professional staff member.

Parents, Family, Community

All students are required to participate in an afterschool club, team or sport. This approach supports student choice and creates a sense of belonging within the school. Students are encouraged to interact with other students engaged in common enrichment activities. In 2010-2011, student participation in the after school programming was not effectively monitored for compliance. The SIG grant will provide the ability to do so through the Project Manager.

We will seek a teacher sponsor for National Junior High Honor Society as another avenue to develop student leaders. We also plan to contract former Harshman students currently performing at high levels in high school to serve as tutors and mentors as a part of the after school tutoring assistance.

In addition, current community partnerships will be expanded upon with emphasis on seeking additional partners with support of the Future Leaders at Work Community Facilitator. A

<p>Cultural Competency</p> <p>Teachers noted that while curriculum was culturally diverse, they felt it could be further supported by bringing parents and the community into the school more frequently. They noted a start has been made in this direction, but indicated a need to acknowledge and support other cultures in order to better support the diverse curriculum. There is a need to capitalize on the diverse student body that attends Harshman to broaden the both teachers' and students' awareness of other cultures.</p> <p>We will begin with staff professional development through the following:</p> <ol style="list-style-type: none"> 1. Book Study (selection to be determined) 2. Reflective conversations about the book 3. We will invite a university professor to speak with our staff. 	<p>Comprehensive Parent and Community Engagement Guide will be developed by the Future Leaders at Work.</p> <p>The Parent Liaison will develop programming for parent workshops. These workshops will cover the turnaround process, parental expectations and guides for assisting students, and college readiness discussions.</p> <p>Cultural Competency</p> <p>Almost all teachers have been trained on how to relate to students, evidenced not only by the way teachers talk to students and students speak to each other, but also by the way students are scheduled. Harshman partners provide support with mentoring, tutoring, and experience widening for ALL students for success. Since the staff and student ethnic/racial demographics are not proportional, Harshman will explore further training and curricular opportunities to support cultural diversity.</p> <p>Teachers expressed an interest in learning Spanish to equip them with tools to communicate effectively with non-English speaking Hispanic parents.</p>
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B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
Required Elements	Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: **TURNAROUND MODEL**

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

Harshman Magnet Middle School Turnaround

The Harshman Magnet Middle School for Science, Technology, Engineering, Math and World Languages is a unique program open to students in Grades 7-8 in Indianapolis Public Schools (IPS). In this innovative magnet program, students receive lessons in the Science, Technology, Engineering and Math (STEM) curriculum to help get them ready for high school – and graduation – while also exploring rewarding careers in those fields. In addition, students have the opportunity to take two years of World Language instruction and receive high school credit in German, Japanese, Russian or Spanish. At Harshman, we are committed to helping every child succeed. We offer:

- State-of-the-art technology to provide students and parents with the types of academic resources and support to help children succeed.
- Staff members who are passionate about their students.
- A rigorous core curriculum to equip students with the skills needed to achieve academic excellence in middle school and beyond.
- Career awareness, field experiences, mini internships, summer camps and research opportunities.
- Partnerships with the Minority Engineering Program of Indianapolis (MEPI), BSA LifeStructures, National Society of Black Engineers, The John Bonner Community Center, Dyslexia Institute of Indiana, and Science Bound, a scholarship program through Purdue University, Southern Bells (Taco Bell), Humane Society of Indianapolis.

Math, Science, Engineering Magnet

The pre-Engineering program introduces middle school students to the diverse field of engineering through two main avenues. First, all students participate in Gateway to Technology course. Course models include: Design and Modeling, Science of Technology, the Magic of Electrons, and Automation and Robotics. Curriculum is derived from Project Lead the Way. Second, partnerships with professional engineers provide face-to-face contact and share experiences from their own engineering practice.

World Language Magnet

The Language Courses

Students who choose this strand receive two years of World Language instruction with the opportunity to earn high school credit. Cultural experiences and historical significance will be explored along with acquisition of second language skills. High school credit in the language will be offered.

Languages being offered for 2011-2012 include: **German, Japanese, Russian, and Spanish.**

The Turnaround at Harshman began with the 2010-2011 school year. It is also Harshman's first year as a full school magnet. A **new principal** was named for the 2009-2010 school year, to begin the process of transition to a magnet setting. During spring of 2010, visits were made to all 6th grades within the district and applications were accepted for enrollment. Approximately two thirds of the 2010-2011 student body was enrolled through this acceptance process. The other third were eighth grade boundary students who were grandfathered into the Engineering program. All IPS 6th grade students were encouraged to apply. Acceptance into the magnet is based on a teacher recommendation(s) and a signed contract of commitment from parents and students. Students with special needs and English language learners are accepted on the same basis as any other student. While Harshman provides equal access to all students, students can earn their way out through poor behavior choices or lack of effort.

Students are aware that fighting or being suspended more than once is cause for automatic dismissal. Students who fail to maintain a C average over 2 nine-week periods are dismissed and returned to their former boundary school. If students have less than C average they are assigned an on-site mentor and receive after school tutoring. Teachers volunteer to be mentors to these students. If grades do not improve over the next nine-weeks, they are dismissed. Students who receive two Fs are immediately dismissed. Fighting results in automatic dismissal. During the 2010-2011 school year, 25 students were dismissed for academic reasons while 28 students were dismissed for poor behavior choices. The culture and expectation at Harshman is that students behave and achieve.

Harshman is a "special place" where students are given hope, and teachers that believe they can make a difference in the lives of their students. We believe, with the resources afforded us through this school improvement grant, that we can continue the upward academic trajectory for our students. Our students do not enter identified as gifted, but because of their learning experience at Harshman, we intend to create students prepared for advanced coursework in high school, equipped with tools to be college ready.

A tenet of the Harshman leadership team is that PEOPLE make a difference. We have stressed the importance of getting the right people "on the bus." To begin the process of becoming a magnet school, the principal was given the authority to **replace the teaching staff** for the current school year. Eighty percent of the staff was replaced. Faculty was hand selected by the principal based on their passion for teaching and commitment for ensuring that all students learn. The current staff **uses data** to drive instruction and is

empowered to create innovative structures to create a model magnet school for science, technology, engineering, math and world language that will truly make a difference in the lives of students.

LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS

The Turnaround Model will allow Harshman Magnet Middle School an opportunity to employ the resources required for implementation of four major areas of identified need:

1. Differentiation of Instruction and Embedded Professional Development
2. 8 Step interventions, using Instructional Specialists
3. Technology Support to provide students with 21st century tools
4. Integration of the total school curriculum around the STEM theme of the magnet

In the IDOE's Quality Review Report, released in February 2011, it was noted that an area needing improvement at Harshman was differentiated instruction. The Harshman staff has identified instructional improvement as a focus for sustaining and accelerating the school's trajectory of progress, as evidenced by results of 2010-2011 student assessments. Examples are ISTEP+, ECA Algebra and Biology, and IPS District Scrimmages and Benchmarks. Our District Accountability (DA) and Special Education (SE) will target *Differentiated Instruction* as the major area of focus for our professional development efforts.

The SIG grant will enable Harshman to embed professional development and employ powerful intervention support that will meet the needs of special education students, ELL students, and the general population. Students will be equipped with technology support that will allow them to use the tools of the 21st century society in their classrooms. **Technology**, including Air Slates, laptops, student response systems, a Rosetta Stone lab, and graphing calculators, will allow students to be supported through multiple modalities on a regular basis. Through the support of this school improvement grant, Harshman will strive to become a nationwide model for both turnaround and magnet schools.

Teachers are currently using district formative assessment data to **determine student learning progress** and re-teach as time (and the pacing guide) will allow. We will continue to use district scrimmage and benchmarks for formative assessments. As a result of SIG funding, Harshman will be supported by eight **Instructional Specialists** that provide remediation and support teacher ability to follow district and state pacing requirements. All student remediation needs will be met in a timely manner. Using the 8 Step Process as a framework, our **Instructional Specialists** will be guided by the **DA and SE Coaches**. Using this process Instructional Specialists will implement maintenance and remediation (from elective classrooms) for students not reaching proficiency on the assessments. **Instructional Specialists** will support efforts to fully implement the 8 step model in a manner that does not reduce core class time

with students. The **Instructional Specialists** will pull students who fail to perform at mastery on scrimmage and benchmark assessments from elective classrooms for three week intervals of remediation in the areas where mastery was not reached. Instructional lessons and materials for Instructional Specialists will be developed in collaboration with core Language Arts and Math teachers and both DA and SE Coaches. The instruction will target student deficiencies as revealed by the formative assessments. The leadership team, in collaboration with teaching teams, will select **Instructional Specialists** in the following content areas: Language Arts (3), Math (3), Special Education (1), and ELL (1). The **Instructional Specialists** will also serve as release teachers in classrooms for Professional Development activities.

The SIG grant will allow us to hire a **Project Manager** to provide clerical support, assist with assessment and data reports, and prepare documents and schedules to meet federal, state, and local guidelines. In 2010-2011, our **Special Education (SE) Coach** prepared **individual student profiles** for special education students. The **Project Manager** will take over this duty and also create individual student profiles for **all students**, allowing classroom teachers and the SE Coach to focus on providing appropriate intervention and instruction. The **Special Education Coach, in collaboration with the Differentiated Accountability (DA) Coach**, will work with all staff to support differentiated instruction training and modeling.

Harshman will **contract for outside services** that are targeted to our unique needs. For example, while brainstorming curricular concerns, staff indicated they wanted time to **collaboratively integrate curriculum** that would support state standards but also focus on STEM topics. **Consultants Dr. Helen Burtz & Dr. Rick Wood** (resumes provided) will assist to develop a structure that will allow our teachers to collaboratively build curriculum maps that promote this type of integration in the following manner:

- Year 1: Engineering and Science
- Year 2: Include all core areas
- Year 3: Fold in all other courses (World Languages, Visual Art, Performing Arts, Phys. Ed., etc.)

SIG funding will permit teachers to be paid **stipends for curricular work** to be performed during Intercessions, Summer Sessions, or outside of the school day.

Teachers are adamant about making **Extended Learning Time meaningful and powerful**. Harshman will have two one-week Intercessions where students could receive remediation and enrichment activities that truly represent an extended school year. Harshman's intercession will be available for Harshman students and conducted by Harshman teachers. Harshman will provide extended learning that will be both enriching and remedial. Harshman students will also have the opportunity to attend District wide intercession offerings. Curriculum planning for intercession will be led by our **Future Leaders at Work** (defined later in the grant) in collaboration with the **Principal and DA and SE Instructional Coaches**. Intercession will provide both targeted intervention and

enrichment. Enrichment sessions will support the STEM and World Language Magnets through problem based learning, service learning, internships, and job shadowing.

Currently, teachers receive data on student learning at the end of the nine week quarter through district benchmarks in English/language arts, mathematics, science, and social studies. Teachers at Harshman want time to collaborate. As a result of SIG funding, Harshman will accelerate our professional learning communities by adding specific protocol and procedures to increase the effectiveness of their **learning teams**. Because teachers are adamant about not missing student instruction time, learning teams will meet weekly on Tuesday, during their preparation periods. Content area teams will meet twice monthly during afterschool hours.

We will be partnering with Pearson for external support. Harshman will receive **28 days** of on-site support from a bevy of field specialists to support them in their turnaround. This includes a Pearson Cluster Leader to support and collaborate with the principal, the school leadership team, and those identified as the Future Leaders at Work. Field specialists will provide coaching and modeling to content specific teachers.

The type of work students at Harshman will be doing will require powerful tools. Students will need **laptops** to be able to access online research sites and collaborate to complete projects. Teachers will require training to support in-class use of laptops and air slates and an onsite **Technology Coordinator** will service and inventory equipment to keep technology up and running. **Professional development** will be provided by current IPS Technology Specialists, assisted by the Harshman Technology Coordinator.

World Languages will be supported by a **Rosetta Stone Lab** that will assist students to broaden language choices, practice in a setting that involves total immersion in the targeted language, and requires students to not only listen, but speak. The Rosetta Stone Lab will be used during Extended Learning Time, elective time, and during Intercessions. It is expected that students will be able to complete language instruction and pass state assessments to “test out” of high school language assessments, earning high school credit. Non English speaking parents will be provided opportunities to use the lab to increase their abilities to speak English.

Harshman is a special place and has planted the seeds for a magnet school that resembles a private school in a public setting. We recognize our greatest strength as being our committed and highly competent faculty. Through SIG funding, we will continue to build leaders with an ability to apply what we learn through this turnaround in other settings. Harshman will identify four future leaders who will be financially compensated for accepting leadership responsibilities which they oversee and direct. Documentation of ongoing and completed activities will be required. The **Future Leaders at Work** will lead the following initiatives (and others as opportunities appear):

- **Community Facilitator:** Reach out to community businesses for partnerships and unique learning opportunities that allow students to apply what they are learning in real world situations This Facilitator will lead the development of the school community/parent engagement action plan .
- **Curriculum Integration Coordinator:** Oversee the construction of curriculum maps that integrate content areas in a manner that supports STEM themes, standards-based instruction, and reflects content and skills as they are tested on IPS *Scrimmages* and *Diagnostics*. This Future Leader at Work will collaborate closely with consultants Dr. Burz and Dr. Wood.
- **Transition Coordinator:** Create and oversee the implementation of a transitional program to assist students entering and exiting Harshman, particularly students transitioning to Arsenal Technical High School. The Transition Coordinator will assist in student recruitment, magnet fair, parent meetings, and open house programs. This Future Leader at Work will work closely with Harshman Counselors to develop a comprehensive transition plan.
- **Teacher Creativity Fellowships Coordinator:** Create the fellowship program, institute a fair and unbiased selection process, and oversee implementation of grant-funded classroom projects.
- **Additional roles and leadership opportunities will be assigned as they develop throughout the school year, including re-working the school's web site and the development of the total school wide marketing plan.**

ELEMENTS OF THE TURNAROUND MODEL

Governance Structure

IPS district leadership is committed to supporting each identified school by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal. Supporting these schools in this effort is the Associate Superintendent who serves as the Turnaround Officer.

While a new Turnaround Office will be in place for the 2011-12 school year, and a Director of Turnaround Schools has been identified, Mr. Guffin will report directly to the District Turnaround Officer, Dr. Li-Yen Johnson. Due to Harshman's unique strengths, an important operational flexibility requirement has been decided upon to eliminate any layering of support/supervision that may hinder Harshman in its progress. Rather, the support from IPS and the turnaround office will be aligned to the implementation plan in the areas of technology integration, ELL and SPED needs, building coherence with data systems, and support to remove district barriers which distract from turnaround efforts.

The Turnaround Model will help Harshman Magnet Middle School differentiate learning so that students with special needs, English language learning students, as well as struggling students without identified special needs, will be provided a rich and relevant curriculum delivered by effective teachers, and assisted by technology.

Operational flexibility has been granted to Harshman. Because of its turnaround status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Harshman student achievement.

Harshman has already **replaced the principal** with an experienced instructional leader with a vision for creating a culture of commitment and passion for learning. He models the vision, empowers the faculty and staff to support and own it, and expects all students to embrace it.

Leadership at Harshman is informed, motivating and inspiring. Robert Guffin has been chosen to lead Harshman as the new principal. Mr. Guffin is prepared for this position in a number of ways:

- Mr. Guffin has assembled a truly remarkable faculty with talent, experience, and passion for exemplary teaching.
- Mr. Guffin has identified a system for distributing leadership within the building through a committee structure that includes all stakeholders, focuses on data, and builds consensus.

External Provider

IPS and Harshman Magnet Middle School have selected Pearson as the external consultant. Pearson will provide principal leadership support and field consultants to assist in building capacity to raise student achievement to the next level.

Harshman has selected portions of the model which will support The Harshman Way and lead to a continuation of the rising trajectory of student performance.

Pearson will assist our efforts in the following areas:

- Support for teachers
- Support instructional conversation and collaborative environment
- Support for the turnaround principal and leadership team

Effective Teachers

Teachers are the most powerful in-school predictor of student achievement. IPS has reached agreement with the teachers' union that allows immediate removal of teachers whose performance is not satisfactory. This commitment will apply only to turnaround schools and ensure that students at Harshman Magnet Middle School continue to have **highly effective teachers**. The current faculty was carefully chosen by the principal and each staff member has signed a letter of commitment to the vision set forth by the Harshman School stakeholders.

In order to provide rigorous, transparent and equitable evaluations, the principal, assistant principals, and School Leadership Team will make daily instructional rounds using SIG grant purchased iPads to capture teacher effectiveness data using OBS360 and PD360. This will assist the leaders as they provide **personalized professional development for teachers**.

The faculty will be eligible for financial incentives that will be linked to their performance and the academic progress of their students, including the achievement of students with disabilities. Job-embedded professional development will be offered for all staff, and select teachers will be identified for career advancement through the **Future Leaders at Work** program.

IPS has initiated a standards-based program that informs pacing and instruction through three-week *Scrimmages* and *Quarterly Assessments (Diagnostics)*. This program sets learning targets that are regularly assessed, providing data that can inform instruction and learning. With the assistance of professional development and coaching, the Harshman faculty will regularly **use data to differentiate instruction** and then analyze their students' work to determine need for intervention. This will be especially useful to closely monitor the progress of Harshman special education and non-proficient English speaking students. A **Differentiated Accountability Coach** (DA Coach) and a **Special Education Coach** (SE Coach) will guide the **Project Manager** to organize the data reports and update the Harshman Data Wall. The DA Coach will facilitate data conversations with all teachers to ensure they are correctly analyzing and interpreting data as they use it to plan instruction. The SE Coach will facilitate conversations with special education teachers, ELL teachers, and the entire staff to ensure appropriate accommodations to support special learner needs. Both DA and SE Coach will collaborate with the Principal to develop, plan, and execute Tuesday instructional meetings, staff retreats, and other professional trainings.

Technology tools will support personalized learning for all students, including special needs and ELL students. Teachers will use Air Slates, student response systems, graphing calculators, and other tools that are motivating to the digital natives in the classroom. Data from those tools will encourage self-directed learning as students receive timely feedback on work and become aware of increasing skills and assessment scores. Equipping all classrooms with **laptops** will allow digital learning in every classroom. The motivated, committed Harshman students and staff will be supported to use technology appropriately through professional development and an onsite **Technology Coordinator**.

ALIGNMENT of PROPOSED PLAN with the REQUIRED ELEMENTS of TURNAROUND MODEL

Extended Time Learning

Harshman will extend its school day by two hours, four days a week. In addition, two one-week Intercessions will be developed for the Harshman students. These learning times will support both the struggling learner who requires intensive intervention, and any learners who want to explore in depth enrichment opportunities. IPS will also provide District wide Summer Session that is open to all Harshman Magnet Middle School students.

All components of the Turnaround Model will be **implemented during the 2011-12 school year**. The required elements of the Turnaround Model are summarized below.

New Governance Structure:

- Turnaround Officer, Dr. Johnson, will oversee Harshman Magnet Middle School operation.
- Pearson has been selected as external support provider.
- Turnaround principal identified will report directly to Associate Superintendent, Dr. Johnson, who will assist in the removal of barriers to a successful turnaround.
- Committee structure will promote distributed leadership that provides all stakeholders input and ownership for the turnaround successes.

Use Data to Identify & Implement a Research-Based, Vertically-Aligned Instructional Program:

- Continue to use Data Wall
- Provide reports that identify individual student needs
- Conduct Instructional Rounds
- Surveys of Key Stakeholder Groups
- Development of a comprehensive Communication and Community Engagement Plan
- Build an integrated and vertically-aligned curriculum that focuses on STEM themes

Promote the Use of Student Data to Inform and Differentiate Instruction:

- Increasing the structure of the school leadership and instructional leadership teams ongoing review and monitoring of assessment data
- Continuation of Tuesday learning teams for collaborative planning (Facilitated by Principal, DA and SE Coaches, and Future Leaders at Work) based on student work and data
- Administer and analyze results from assessments to inform quality first instruction
- All academic content teachers will use instructional calendars and formative assessments and regularly-scheduled data meetings will be conducted to analyze data for the following purposes: determine student growth, identify instructional gaps, determine student needs, make instructional adjustments, and target interventions. Instructional Specialists will participate in the Tuesday meetings and discuss individual student progress in remedial efforts. Teachers and DA and SE coaches will assist with planning 8 step interventions in a collaborative and co-planning environment.
- The school leadership team meets weekly to oversee all aspects of the Turnaround initiative
- Content teams meet twice a month to apply data analysis to instructional delivery.
- Real-time data will guide the instructional program.
- Instructional Specialists meet regularly (every three weeks) with Principal, DA and SE Coaches to analyze scrimmage data and re-group for instructional response to assessments.

Establish Schedules and Implement Strategies that Provide Increased Learning Time:

- Teacher learning time is expanded through after-school and summer trainings.
- Teachers learning time during the school day is on-going and enabled by **Instructional Specialists** who provide released time for targeted job-embedded professional development, teacher collaboration, and peer coaching/observation.
- Job-embedded professional development is facilitated by **DA and SE** Instructional Coaches who model, coach, and promote professional reflection leading to improved instruction
- Student learning time is expanded through the Extended Time Learning session from 2:30-4:30, Monday through Thursday.

- Student learning is supported through eight Instructional Specialists who provide intensive support both in and out of the classroom for students to bring them to mastery.
- Student learning time is increased with instructional specialists teaching in classrooms when illness causes teacher absence. 248 days were lost due to substitute teachers being in classrooms during 2010-2011 academic year.
- Intercessions and Summer Session expand the school calendar to include an additional seven weeks of instruction (summer session + 3 weeks of intersession) available to students.

Provide Appropriate Social-Emotional and Community-Oriented Services and Supports for Students:

- Parent Liaison will identify additional parent involvement opportunities, conduct home visits, and facilitate home-school connections. He will also be a member of the school leadership team.
- Community and Family events will encourage partnership and commitment
- Improved parent communications in English and Spanish will effectively link home and school.
- A Parent Center will provide access to financial, emotional/social, psychological resources for families
- Specific examples of the supports provided through established Community Partners are detailed in *Section 4, Q9*. Current community partners include the following:
 - BSA Life Structures
 - Rose Hulman University
 - Purdue
 - 21st Century Scholars
 - Minority Engineering Program of Indianapolis (MEPI)
 - National Association of Female Engineers (NAFE)
 - Indianapolis Propyleum
 - Humane Society of Indianapolis
 - Southern Bells

(2) Describe how the model will create teacher, principal, and student change.

The Harshman Model is organized around five design tasks that specify the aspects of school operations that must be addressed to achieve comprehensive school improvement. The implementation expectations are organized around these tasks and result in principal, teacher, student, and school change.

Design Task 1: Standards and Assessments

It is important to all stakeholders that expectations of the standards are explicitly stated. Students must know daily what excellent work they are to complete. Harshman teachers write SWBAT (Students will be able to) as they post the Indiana Standard Indicator as their objective for each day. Parents, Community members must be brought into understanding of the expectations placed on the students at Harshman Magnet Middle School.

Stakeholders will learn the criteria against which student work will be assessed. Examples of student work that meets the standard will be shown and explained. Making the criteria explicit, teaching to those criteria, and then assessing work against the criteria make the standards real and useful to the teachers and students in the classroom.

As a STEM magnet, we will integrate our curriculum along STEM themes. This design task requires that:

- Teachers make the expectations of state and district standards and proficiencies explicit and accessible to students.
- The school uses assessment data (formative, periodic, and annual summative information) to set targets and plan for instruction that provides for differentiation to meet students' assessed needs.
- Assessment data is available to students and parent.
- Teachers will differentiate their instruction based on data that clearly targets students' needs and misconceptions. An effective RTI program will be put in place.

This Design Task will support the following activities at Harshman:

The common learning targets derived from the IPS pacing guide will be explicitly shared with Harshman students and parents.

- Harshman students will know what is expected. Models of acceptable student work will be explained and posted so that students are aware of what they need to know and be able to do.

- Harshman teachers will collaborate in vertical and horizontal teams to develop integrated curriculum supporting major STEM themes.
- Harshman's principal will expect posted learning targets and models of proficient student work during instructional rounds and leadership responsibilities will be shared providing shared/distributive leaderships opportunities.

Design Task 2: Aligned Instructional Systems

Aligning instruction to state standards is critical to improving student performance. This design task includes 1) developing effective learning environments, 2) planning and delivering instruction aligned with the standards and curriculum, 3) providing scaffold support for learning to meet students' needs, 4) offering safety nets, and 5) providing instructional supports for students whose needs cannot be served by the core instructional program alone.

Standards

Establishing consistent, instructionally sound classroom routines and rituals promote students' responsibility for their learning and allow teachers to differentiate instruction. Focused teaching matches instruction to students' needs through continual monitoring and diagnosis of student performance. This provides the means of differentiating instruction for all students, including English language learners and students with special needs. Effective safety nets, aligned with classroom instruction, provide timely interventions to support students who need extra help.

This Design Task will support the following activities at Harshman:

- Students will benefit from differentiated learning and instructional tools that promote individualized learning.
- Teachers will employ mastery learning and tiered interventions to ensure that all students can successfully demonstrate their learning on ISTEP+ as learning targets will be aligned to Indiana standards.
- Principal, assistant principals, and coaches will regularly monitor instruction to make sure instruction matches posted learning targets through instructional rounds.
- IPS *Scrimmages* and quarterly *Diagnostics*, IPS formative assessments, will affirm this alignment and student success.

Design Task 3: High-Performance Leadership, Management, and Organization

This design task focuses on developing the school's leadership, management, and organization to serve and support an aligned instructional system. It includes 1) supporting and enhancing the principal's instructional leadership role, 2) distributing leadership within the school 3) supporting the standards-based school culture, 4) aligning supervision with expectations for implementing the

design, 5) enhancing management systems for monitoring student progress, 6) aligning academic interventions with students' needs, and 6) support and enhance the organizational structures to support the school's primary focus on improving student achievement.

Harshman's principal will be supported by a Pearson Cluster Leader, and leadership at Harshman will be distributed through its leadership team (composed of Principal, Assistant Principal, Instructional Coaches, Counselors, and Parent Liaison). Leadership at Harshman will be expanded as teacher-leaders are identified, supported, and given leadership responsibilities for capacity building engagement. The principal and other identified building leaders will receive training and support throughout the engagement.

This Design Task will support the following activities at Harshman:

- Students will benefit from expanded offerings and opportunities through extended time learning enrichment opportunities and provided with powerful learning tools.
- Teachers will feel valued and empowered with expanded career path opportunities. The principal and teacher-leaders will receive extensive and ongoing training to support and enhance effective leadership in a turnaround environment. Skills to provide personalized professional development for teachers will be improved.

Design Task 4: Professional Learning Communities

Research into teaching and learning over the past 15 years indicates that student performance improves significantly when teachers work collaboratively with a relentless focus on results.

This design task focuses on support to enhance structures and practices currently established The Harshman Way. This task focuses on:

- Building awareness that professional learning is an ongoing part of the school's work, where continual growth in knowledge and skills is recognized as an integral part of teaching and is both an individual and a collective responsibility
- Developing an integrated, coherent approach to professional learning that includes coaching, establishing all classrooms as model classrooms, cross-classroom visitations, Study Groups, and collaborative teacher planning and skill-building meetings

This Design Task will create the following **changes** at Harshman:

- Students will benefit from differentiated learning opportunities designed during teacher collaboration and supported by a variety of instructional tools.

- Teachers will become collaborative data users as they plan instruction that meets the needs of all learners and then verify their efforts with student data in order to inform next steps.
- The principal, and other members of the leadership team, will engage in reflective conversations with teachers following instructional rounds regarding implementation and outcomes based on student data.

Design Task 5: Parent/Guardian and Community Engagement

Years of research confirm the critical role of family involvement in student learning. This design task focuses on keeping this finding at the forefront of the school's work on standards-based restructuring and on developing vital community partnerships.

Parent/Guardian and community engagement goals include:

- Encouraging and enabling parents/guardians and the community to support the school-wide initiative to increase student achievement.
- Development of a Comprehensive community and parent engagement plan.
- Establishing the Parent Liaison as a core position on the School Leadership Team to ensure that all stakeholders are valued as partners in the school improvement process and to represent these stakeholders' interests.

The School Leadership Team also provides occasions that include parents/guardians and the broader community in celebrating the steps made by individual students and the school as a whole in the journey toward meeting the objectives. In order to attract and retain a **diverse, culturally competent, student body**, the following services will be enhanced:

- Extended Time Learning will provide homework help, focused intervention, and enrichment activities to support literacy and math and to provide relevance to what students are learning in the classroom
- Spanish instruction for native speakers will promote bilingual literacy.
- Facilitating and encouraging homework to be done in conjunction with family.
- Maintaining high expectations or a "C" average or better for all students with systems in place to make sure that all students have needed supports.
- National Junior High Honor Society will be implemented at Harshman to develop student leaders within the building.

This Design Task will support the following activities at Harshman:

- Students will benefit from adult mentoring from community members through mini internships and field experiences
- Student successes will be reinforced through sharing their experiences at school with their families on a regular basis.

- Teachers will communicate with parents at regular meetings, in newsletters, and using social networking programs.
- The principal will include the Parent Liaison in weekly School Leadership Meetings.
- Parents will benefit from improved communication and a welcoming Parent Center at Harshman Magnet Middle School.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached Budget District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention elements through an aligned check.
Capacity Task	Yes	No	District Evidence
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget Resources required supporting full and effective implementation of the turnaround interventions are carefully calculated and calibrated in each budget line item. Resources beyond the grant including General Fund, Title I Fund and IDEA are identified to enhance the support for this turnaround school.
Capacity Task	Yes	No	District Evidence
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Attached Budget Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.

Capacity Task	Yes	No	District Evidence
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	X		<p>Attached Budget</p> <p>The proposed annual budget is under two million per school and exceeds \$50,000.</p>
Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	X		<p>For the 2011-2012 academic year, IPS will apply for the SIG 1003 (g) for five (5) of the 12 schools on the Tier I & Tier II list.</p>
Capacity Task	Yes	No	District Evidence
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application 	X		<p>*SEE CHART BELOW</p>

- Funding supports the schools current capacity to improve student achievement

Design Task 1: Standards and Assessments

District *Scrimmages & Diagnostics*

Provide pacing guide and assessment data

Differentiated Accountability Coach (DA Coach)

Update school Data Wall.

Collaborate with Special Education Coach to facilitate data meetings and conversations with teachers.

Collaborate with Special Education Coach to plan and implement professional development in the area of differentiated instruction.

Serve as a model for differentiated instruction.

Collaborate with Special Education Coach to support and model co-teaching best practices which includes collaborative planning sessions.

Special Education Accountability Coach (SE Coach)

Special Education Coach will collaborate with DA Coach to facilitate data meetings and conversations with teachers.

Generate data specific to SPED and ELL and making IEP a tool to support data driven instruction

Model meaningful data driven and differentiated instruction.

Collaborate with DA coach to plan and implement professional development in the area of differentiated instruction.

Collaborate with DA coach to support and model co-teaching best practices including collaborative planning sessions.

	Design Task 2: Aligned Instructional Systems	<p>Technology Support:</p> <ul style="list-style-type: none"> • Laptops for students/class sets all classrooms • 14 iPads for School Leadership Team and Future Leaders at Work (gather teacher effectiveness data) • Air slates (8 for math/science/English) • eResponse set (20 classrooms) • Rosetta Stone Lab • Graphing Calculators 	<p>Provide powerful tool for student research, collaboration, and presentation</p> <p>Allow real time data collection for improved instruction supporting the needs of all students</p> <p>Support diverse learning styles and students with special needs</p> <p>Provide extended time for learning</p> <p>Promotes self directed learning</p>	
		Professional Development	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrating technology, and data driven decision-making.	
		Extended Learning Time	Additional 2 hours of instruction 4 days a week, and 7 weeks of intercessions and summer session	
		Intervention Specialists	<p>Provide push-in and pull-out support for students failing to meet math and English/language arts standards.</p> <p>Co-teach with teachers to support differentiated instruction. Release, or substitute, for classroom teachers for data-driven collaborative planning; professional development; provide assessment support; assist classroom instruction on a daily basis</p> <p>Provide remedial instruction for non mastery learners following each scrimmage assessment (using 8 step remediation model)</p>	
		Technology Specialist	<p>Keep all SIG technology working properly</p> <p>Support teacher training as they integrate technology into</p>	

		instruction. Update and maintain a content-rich website for Harshman Magnet Middle School.	
Design Task 3: High-Performance Leadership, Management, and Organization	District Turnaround Officer & Support	Monitor implementation and remove barriers as necessary.	
	Project Manager	Clerical work including disaggregated data reports, creating schedules and reports for the school and DOE, organization and processing of all documents pertaining to turnaround, budget and accounting	
	Curriculum Development Stipends	Teacher stipends to create integrated curriculum maps focusing on STEM themes.	
	Pearson Cluster Leader	Onsite support and coach for principal	
	Observe 360 & PD 360	Web-based teacher effectiveness tool to personalize teacher PD based on observation data. Leadership Team will require iPads II to collect this data.	
	Future Leaders at Work	Identify and support of Staff-Leaders with professional development and stipend for overseeing the following programs <ul style="list-style-type: none"> Community Facilitator: Stipend for Teacher-Leader to reach out to businesses for internships and opportunities for project based learning (application of math and ELA skills in a real world context) Curriculum Integration Coordinator: Oversee the development of integrated curriculum maps and units of study to support STEM themes. Marketing and Transitions Coordinator: Create and oversee the implementation of a transitional program with 	

			<p>Arsenal Technical HS and other IPS High Schools. Create a school marketing plan and lead the student recruitment program.</p> <ul style="list-style-type: none"> Teacher Creativity Fellowships Coordinator: Develop creativity program, institute selection process and oversee implementation of this program to support action research fostering improved student achievement. Additional leadership roles as needed and directed by the principal. 	
		Summer Staff Retreat	Provide time for school re-visioning, curriculum planning, and intensive professional development (1 week)	
		Teacher Creativity Fellowships Fund	Classroom scholarship program to fund teacher initiated, action research projects that will improve student achievement--facilitated by Future Leader at Work	
	Design Task 4: Professional Learning Communities	Instructional Leadership Team	Foster distributed leadership through data driven systems collaborative conversations	
		Learning Teams	Collaborative teacher teams employ specific protocol to use assessment for learning in a manner that mirrors the 8-Step Process.	
		Compensation for Extended Time Learning	Compensation for PD that occurs beyond the school day/calendar & for instruction during Extended Time for Learning	
		Teacher/Leader Incentives	Financial incentives to retain & reward performance heavily weighted on student achievement data	
	Design Task 5: Parent/Guardian and	Parent Liaison	Chief liaison between home and School Leadership Team	

Parent/Guardian and Community Engagement	Parent World Language Class	Provide English language instruction for parents through Rosetta Stone		
	Parent Center	Provide welcoming access to family		
	Marketing Plan	Expand and develop a content-rich website to better connect with parents and community (Technology Specialist) Develop school wide marketing plan (Future Leader at Work)		
	Student Incentives	Provide rewards for student attendance and meeting proficiency goals		
	Transportation: Bus for Extended Time Learning	Provide student transportation to allow students to remain after the IPS sponsored end of day bus run		
Capacity		Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. <i>All models</i> <ul style="list-style-type: none"><i>Data portfolios of incoming staff/leaders</i><i>Highly Qualified in content of contractual agreement</i><i>Samples of implemented school improvement plans with documented outcomes using data</i>		X		Principal: Mr. Robert Guffin A veteran principal and instructional leader was selected to transform Harshman Middle School to become a magnet for science, technology, engineering, math, and world languages. Mr. Guffin’s experience includes successful leadership as principal and assistant principal in other schools, resulting in improved student achievement. He has intentionally selected staff members that share his vision and commitment to creating a culture where students want to learn and teachers love to teach. Mr. Guffin’s resume is included in Appendices. Staff Mr. Guffin selected staff to begin during the 2010-11 school year. During the year, Mr. Guffin observed the staff in action. He has assembled a group of effective educators with a passion for teaching and urgency for creating change so that all students can experience a rigorous education at Harshman.

			<p>At the inception of the new magnet, and through team problem solving, the staff started and implemented the following programs at Harshman during the 2010-11 school year:</p> <ul style="list-style-type: none"> • After school tutoring • Character Development Committee/Program <p>Prior to the beginning of the school year, each staff member signed a commitment letter that included responsibilities not required of other IPS staff members. Bio briefs from representative staff members are included in the Appendices.</p>
Capacity	Yes	No	District Evidence
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>Human Resources Division key personnel and the Assistant Superintendent/Turnaround Officer met with Mr. Robert Guffin to provide timelines for the hiring of the turnaround staff. Mr. Guffin organized the committees that would conduct the interviews.</p> <p>Most (80%) of the staff was replaced for the 2010-2011 school year through rigorous screening and interviews identifying candidates with a passion for teaching who care about students. All teachers signed a commitment letter that included the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provide extended time for learning after school. The principal has assembled a group of team players who are proud of their school, accountable for their students, and willing to go the extra mile to ensure students all are learning.</p> <p>The staff includes a number of teaching fellows who have come to teaching after successful jobs in STEM industries. The Harshman staff includes:</p> <ul style="list-style-type: none"> • Two reading teachers whose students have shown an average of at least two year's growth in the 2010-2011 school year. • A Nationally Board Certified School Counselor. • Innovative teachers who designed, originated, and led a character

			<p>development program for students with organizational skills challenges; brought in new business partnerships; and led fundraising efforts for the leukemia society.</p> <p>Two Woodrow Wilson fellows served as student teachers in engineering classes</p>
Capacity	Yes	No	District Evidence
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		<p>Harshman's Community Council participated in data analysis, goal setting and reached consensus on strategies to address continuous improvement at Harshman.</p> <p>Central office team consisting of school supervising directors, Title I leadership team, and Human Resources Personnel conducted four parent/community meetings from March to May of 2011 to solicit input regarding critical components we must include to demonstrate the level of urgency and commitment to escalate the level of instruction in each classroom. Everyone was invited to these meetings.</p> <p>Additional input was solicited at IPS Community Council meetings to promote community partners to identify critical factors impacting student outcomes. Some of these community council meetings were attended by our board commissioners.</p>
Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> 	X		<p>The new Action Plan of the Indianapolis Public School Board for 2010-2015 school year includes very strong and urgent student achievement data points for each school and for the district based on the accountability factors in the No Child Left Behind and Public Law 221.</p> <p>After a comprehensive briefing by Dr. White and the Associate Superintendent/ Turnaround Officer, Dr. Johnson, on our plan to adopt the turnaround model to guide school improvement effort in Board members</p>

<ul style="list-style-type: none"> Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 			indicated their full support as well as their desire to be updated on the progress of each of the turnaround school monthly.
Capacity Task	Yes	No	District Evidence
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Superintendent Assurance School Board Meeting Minutes from proposal and or discussion Superintendent SIG Presentation Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		<p>Dr. Eugene White, Superintendent of Indianapolis Public Schools, has been a true champion for turnaround schools. Armed with the level of urgency to escalate student outcomes, Dr. White directed his top level cabinet personnel (Deputy Superintendent and Associate Superintendent) to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools.</p> <p>Updates and progress check on the turnaround schools is an agenda item at the Superintendent's Cabinet meeting weekly. Dr. White has made it a priority of His Cabinet.</p>
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p>	X		<p>The teacher union leadership team has indicated their willingness to be our active partners in eliminating barriers to allow the full implementation of the turnaround model.</p> <p>With the teachers' union support, we can and have removed and replaced teachers at turnaround schools within 2 weeks during the 2010-2011 school year.</p>

<ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 			<p>The teachers union supports changes to the school day and school calendar, recognizing that teachers will be compensated at their regular rate of pay.</p> <p>*Letter of Support Attached</p>
Capacity Task	Yes	No	District Evidence
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities Statewide and national postings External networking 	X		<p>IPS has responded to the recommendation made by the fall 2009 AdvancED NCA Accreditation visitation team to have a <i>Leadership Succession Plan</i> for the superintendent, deputy and associate superintendents, assistant superintendents, and principals.</p> <p>The new IPS Leadership Continuum included three layers:</p> <ul style="list-style-type: none"> LID – Leadership Identification and Development Principal/Leadership Academy – monthly hands on sessions with aspiring and new principals conducted by current principals and central office leaders Principal/Leadership Practitioners – two to four principals are selected to shadow and mentor top district leaders once a week to gain practical experiences and receive leadership coaching experiences as part of Educating Leaders in the Turnaround Era (ELITE) program
Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Principal and staff hiring practices Principal and staff transfer policies/procedures principal and staff recruitment, placement and 	X		<p>The Principal, Mr. Robert Guffin, was appointed by the Superintendent in April 2008.</p> <p>The Harshman staff was reconstituted prior to the 2010-2011 school year. An interview team consisting of the Principal, one assistant principal, two Harshman academic coaches, and IPS District Directors conducted the interviews and recommended candidates for hire.</p> <p>The Principal was given full authority to recommend candidates for</p>

<i>retention procedures</i>				placement at Harshman. No staff members were appointed by the District.
Capacity Task		Yes	No	District Evidence
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 		X		<p>The following timeline details the monthly focus of the proposal for Year One. Year Two and Three will follow a similar path but specific topics for professional development will be dictated by data collected through the Annual Review process.</p> <p>As part of the collaborative process, the Principal and Turnaround Officer coaches will facilitate the ongoing development of action steps based on SMART goals that are used to monitor and measure the progress of the turnaround at Harshman Magnet Middle School.</p>
Turnaround School Implementation Timeline				
<i>All elements of the turnaround plan are implemented in Year 1 and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (e.g., focus of professional development)</i>				
Time Period	Objective			Lead and Key Partners
July/August	<p>Planning process for 2011-2012 begins</p> <p>Assistant Principal: Finalize selection and training of an Assistant Principal for Harshman Middle School</p> <p>Faculty: Complete hiring of faculty for Harshman Magnet MS</p> <ul style="list-style-type: none"> • Intervention Specialists: Hire eight (8) certified teachers to provide targeted intervention, and provide support for job-embedded professional development. Also, will release classroom teachers to permit teacher collaboration and professional development 			<p>Dr. Johnson, Mr. Guffin Mr. Guffin, Principal</p> <p>Mr. Guffin, Principal and School Leadership Team—Teachers included on interview teams</p>

	<p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Coaching/Modeling/Monitoring: Coaching/modeling by coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on Instructional rounds</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes</p>	<p>DA and SE Coaches & Project Manager</p> <p>DA & SE Coaches, &/or Pearson Field Specialists</p> <p>Principal, DA & SE Coaches</p> <p>Principal, Dr. Wood and Dr. Burz, Science and Engineering Teachers</p>
September	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA and SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches during instructional rounds.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson field specialist site visits</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA Coach & Project Manager</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison.</p> <p>Principal, DA and SE Coaches</p>

October	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA and SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches during instructional rounds.</p> <p>Diagnostic Assessment #1 will be administered by teachers with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Harshman Intersession: One week intersession providing intensive intervention and enrichment opportunities</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team Meetings: meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, Future Leader at Work, School leadership team & Project Manager</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal & Parent Liaison</p> <p>Principal, DA and SE Coaches</p> <p>Consultants Dr. Burz and Dr. Wood Principal, Future Leader at Work, Science and Engineering Teachers</p>
November	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA and SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches during instructional rounds.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson field specialist site visits</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, Future Leader at Work, School leadership team &</p>

	<p>Professional Development: Weekly Job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (SLT) Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged through incentives.</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p>	<p>Project Manager</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal & Parent Liaison</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal, DA and SE Coaches</p>
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December	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Diagnostic Assessment #2 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes</p>	<p>Principal, Harshman Coaches/Specialists & Pearson Field Specialists</p> <p>DA Coach & Project Manager</p> <p>Principal, DA/SE Coaches, &/or Pearson Field Specialists</p> <p>Principal & School leadership team</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, DA and SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison</p> <p>Principal, DA and SE Coaches</p> <p>Principal, Dr. Wood and Dr. Burz, Science and Engineering Teachers</p>
January	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Diagnostic Assessment #2 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA/SE Coaches & Project Manager</p> <p>Principal, DA/SE Coaches, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p>

	<p>results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Quality Review: Leadership Team review progress to date-- Note: We encourage a DOE follow up Review during this month.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Team Meetings: Twice a month meetings of content area teacher teams for improving instruction through teacher collaboration</p>	<p>Principal & Parent Liaison</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal and School leadership team NOTE: DOE TEAM OF QUALITY REVIEWERS WOULD BE APPROPRIATE FOR GUIDANCE</p> <p>Principal and DA/SE Coaches</p>
February	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings): School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Benchmark Assessment #3 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Team Meetings: Twice a month meetings of content specific teacher teams for improving instruction through teacher collaboration</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists, Project Manager</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal & Parent Liaison.</p> <p>DA Coach & Project Manager</p> <p>Pearson Cluster Leader/Field Specialists</p> <p>Principal, DA and SE Coaches</p>

March	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings): School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>ISTEP+ Writing Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Teams Meetings: Twice a month meetings of content teacher teams for improving instruction through teacher collaboration</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by IPS designated people, with disaggregated results returned to the turnaround school within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Harshman Intersession: One week intersession providing intensive intervention and enrichment opportunities</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal & Parent Liaison.</p> <p>DA Coach & Project Manager</p> <p>Pearson Cluster Leader/Field Specialists</p> <p>Principal, DA and SE Coaches</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal, Future Leader at Work, School leadership team & Project Manager</p>
April	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p>

	<p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>Pearson leadership monitoring/coaching site visits</p> <p>Content Teams Meetings: Twice a month meetings of content teacher teams for improving instruction through teacher collaboration</p> <p>ISTEP+ Multiple Choice Assessments (April/May) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p>	<p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists , Project Manager</p> <p>Principal, DA/SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison.</p> <p>Principal, DA and SE Coaches</p> <p>Pearson Cluster Leader/Field Specialists</p> <p>Principal, DA and SE Coaches/Entire Staff</p>
May	<p>Coaching/Modeling/Monitoring: Daily coaching/modeling by DA/SE coaches and Pearson Field Specialists. Daily monitoring and feedback from principal and coaches on instructional rounds.</p> <p>Professional Development: Weekly Job-embedded PD for teachers that will focus data-based planning, differentiated instruction, and/or technology training</p> <p>School Leadership Team (Meetings: School leadership team meets weekly to monitor the progress of the turnaround</p> <p>Scrimmage Assessments: 3-week cycle IPS scrimmages are administered by teachers and scored by the Project Manager, with disaggregated results returned to the teachers within two days. Results will be used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Extended Time Learning: Use assessment data for planning and implementation of extended time learning.</p> <p>Parent Workshop: Monthly parent workshops will focus on ways parents can support literacy and math in the home. Attendance encouraged with incentives.</p> <p>ISTEP+ Writing Assessment (March/April) will be administered. Results will be received from the IDOE in June, with disaggregation by district and school level during the summer.</p>	<p>Principal, Harshman Coaches & Pearson Field Specialists</p> <p>DA and SE Coaches, Instructional Specialists, &/or Pearson Field Specialists</p> <p>Principal, DA/SE Coaches and School leadership team</p> <p>Principal & leadership team</p> <p>Principal, DA/SE Coaches, Instructional Specialists</p> <p>Principal & Parent Liaison.</p> <p>DA Coach & Project Manager</p>

	<p>Pearson leadership monitoring/coaching site visits</p> <p>Content Teams Meetings: Twice a month meetings of content teacher teams for improving instruction through teacher collaboration</p> <p>Diagnostic Assessment #4 will be administered with disaggregated results given to teachers within two days. Results are used to inform re-teaching, adjust strategies and determine interventions.</p> <p>Financial Incentives: Calculate financial incentives based on teacher performance and student achievement</p>	Pearson Cluster Leader/Field Specialists						
		Principal, DA and SE Coaches						
		DA/SE Coaches, Project Manager						
		Principal, Associate Superintendent/Turnaround Officer School Leadership Team						
June	<p>Annual Review: School leadership team presents developing school portfolio to Associate Superintendent/Turnaround Officer and school community to show evidence of progress.</p> <p>Curriculum Integration Development: Vertically aligned integrated curriculum development focusing on STEM themes.</p>	Principal and School Leadership Team						
		Consultants Dr. Burz and Dr. Wood Principal, Future Leader at Work, Core Teachers						
Capacity Task		Yes	No	District Evidence				
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i> <ul style="list-style-type: none"><i>Professional Development sign in sheets aligned to SIG funded PD</i><i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i>		X		<p>Indianapolis Public Schools demonstrated commitment to improving student achievement by adding an Associate Superintendent of Curriculum and Instruction and Accountability position in January 2009 to guide the school improvement effort.</p> <p>The Associate Superintendent’s support organization for the schools includes Math, Literacy, Social Studies, and Science Content Directors; Art, Music, and PE curriculum supervisors; and various curriculum facilitators.</p> <p>IPS transformed closed Forest Manor Middle School into a Professional Development Center for administrators and teachers in December 2009. This center has logged hundreds of hours of training, serving two thousand teachers since its opening.</p>				
Capacity Task		Yes	No	District Evidence				
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i>		X		<p>The following table identifies events that were held to inform, involve, and seek input from our school community.</p> <table><tr><th>EVENT</th><th>STAKEHOLDER’S REPRESENTED</th></tr><tr><td></td><td></td></tr></table>	EVENT	STAKEHOLDER’S REPRESENTED		
EVENT	STAKEHOLDER’S REPRESENTED							

<ul style="list-style-type: none">• <i>Town Hall Meetings</i>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i>• <i>Town Hall sign in sheets</i>• <i>Community Partner Assurances</i>• <i>Documentation of mailings</i>			Community Council Meeting	Monthly meetings	
			Turnaround Flyer	Sent to all parents	
			May Awards Ceremony	Principal, Teachers, Staff, Students, Parents (Parent Survey distributed)	
Capacity Task	Yes	No	District Evidence		
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. <i>All models</i> <ul style="list-style-type: none">• <i>Title I</i>• <i>Title II</i>• <i>Title III</i>• <i>IDEA</i>• <i>E-Rate</i>• <i>TAP</i>	X		The following chart depicts the proposed alignment of SIG funding with other federal, state, and local funding:		
DESIGN TASK	RESOURCE/ INTERVENTION			FUNDING SOURCE	
Design Task 1: Standards and Assessments	District <i>Scrimmages & Diagnostics</i>			District	
	Differentiated Accountability Coach (DA Coach)			Currently Title I We have recommended this in SIG	
	SPED Accountability Coach (SE Coach)			SIG Grant	
Design Task 2:	Curriculum Development with Consultants (Drs. Burz and Woods)			SIG Grant	

Aligned Instructional Systems	Technology Support: <ul style="list-style-type: none"> • Student Laptops • ILT iPad II (for SLT teacher effectiveness data collection) • Air Slates for math, science, and English classes • eResponse Sets for 20 classrooms • Rosetta Stone Lab • Graphing Calculators 	SIG Grant
	Professional Development	SIG Grant
	Extended Learning Time	SIG Grant & District
	Content Instructional Specialists	SIG grant
	Magnet Support: Dr. Rick Wood & Dr. Helen Butz	SIG Grant
Design Task 3: High-Performance Leadership, Management, and Organization	District Turnaround Office & Support	District
	Turnaround Officer	District
	Project Manager	SIG Grant
	Intern/Intersession Coordinator	SIG Grant
	Observe 360 & PD 360	SIG Grant
	Future Leaders at Work	SIG Grant
	Summer Staff Retreat	SIG Grant
	Transition program	SIG Grant
	Curriculum Development Stipends	SIG Grant
	Teacher Creativity Fellowships Funds	SIG Grant
Design Task 4: Professional Learning	Instructional Leadership Team	SIG Grant
	Learning Teams	SIG Grant

Communities	Teacher/Leader Incentives & Compensation for Extended Time Learning	SIG Grant		
Design Task 5: Parent/Guardian and Community Engagement	Parent Liaison	Title I		
	Parent World Language Class/Rosetta Stone	SIG Grant		
	Parent Center	General Fund/Title I		
	Marketing Plan	SIG Grant		
	Student Incentives	SIG Grant		
	Transportation: Bus for Extended Learning Time	SIG Grant/District		
Capacity Task		Yes	No	District Evidence
19. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i> <ul style="list-style-type: none"> Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar Increased learning time for students is tiered and supported by licensed and/or highly qualified educators A needs assessment has been completed to identify areas where extended time can be most effectively used Increased learning time is structured as a vehicle to support differentiated learning (ex :...) <ul style="list-style-type: none"> An additional block of time embedded into the school day 		X		IPS School Calendar Change IPS has changed its school calendar to create Intercessions after the first, second, and third nine-week quarters. These Intercessions will be ideal for providing intensive interventions to Tier III students needing extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. All IPS students may use these intercessions for enrichment, internships, and extended application of content under study. Harshman plans to conduct its own Intercession for one week after the first and third quarter. Harshman students will also have the opportunity to participate in an additional week of IPS sponsored Intercession after the second quarter and IPS sponsored Summer Session. Just as increased learning time has been built into the Turnaround Model for teachers, students will benefit from the opportunity for extended-time learning.

<ul style="list-style-type: none"> ○ Summer enrichment/remediation ○ Saturday intervention ○ Before or after school enrichment/remediation ○ School vacation weeks • Compensation for extended day is identified by the LEA 			<p>Extended Learning Time</p> <p>Using SIG funding, we will offer all students more time for learning by adding two hours to the school day four days a week. Staffed by certified teachers, Extended-Time Learning will offer instructional support for 28 weeks, Monday through Thursday, from 2:30-4:30 throughout the school year, adding 224 hours of instructional time. Additional Extended Time for Learning will take place during the three weeks of Intercessions and four weeks of Summer Session.</p> <p>Extended Time for Learning will begin the day after Labor Day to allow the staff time to analyze data for grouping purposes and provide time to recruit students for enrichment. Part of the student contract will include requirements to attend extended time.</p> <p>While interventions will be structured and tailored to individual needs, there will be sufficient flexibility and support to ensure that adequate opportunities are available. Harshman will run an after-school bus (beyond the district-provided transportation at the end of the school day).</p> <p>Instruction will be provided in core academic subjects by certified teachers, and approach will vary depending on student need. Throughout the school year, teacher data meetings will be held after formative assessments (3-week <i>Scrimmages</i>, 9-week <i>Diagnostics</i>). Instructional Specialists, using the 8 Step Model as a guide, will remediate students who fail to reach proficiency (mastery) of the scrimmages and diagnostic assessments with pull outs, during the school day, from elective classes. Analyses of the formative test results will reveal learning gaps, as will classroom performance data and other indicators. Extended-Learning time teachers will be able to target needs and provide targeted support. The Extended time sessions will have both group sessions and one-on-one assistance.</p> <p>The Harshman Way of 2010-2011 increased after school activities to</p>
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		<p>include over 18 clubs and organizations. Students are required to participate in at least one activity weekly. The extension of enrichment and remedial activities will allow widening of the curriculum and students' experience. The activities provide students access to activities that spark their interest in learning, build their commitment to success, connect them to the resources available in their communities, and allow them to explore and develop interests that may lead them to career goals and plans, and forges stronger relationships with teachers.</p> <p>Harshman's program will include enrichment activities for all students. Enrichment will take many forms during extended time. We plan on offering students classes in Science Bound, rugby, math counts, and engineering clubs. The Leadership Team will reach out to businesses to provide rich and relevant job shadowing, intern positions, and service learning projects during Intercessions so that students have an opportunity to experience the relevance of what they are learning. We believe this will promote connections between what our students are learning at Harshman and what they will need to know in order to be successful in college and careers.</p> <p>Teachers providing instruction during Extended-Learning Time, Intercessions, and Summer Sessions will be fully compensated.</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for 	<p>IPS is committed to helping Harshman Magnet Middle School for Science, Technology, Engineering, Mathematics and World Languages sustain a turnaround that will serve as a model school for other magnet schools in our district, state, and nation.</p> <p>Each of the IPS struggling schools has unique needs that cannot be “fixed” by a single solution. Harshman’s success in 2010-2011 puts us it in a different place than our other turnaround schools, as the principal and faculty have already begun the collaborative practice of school improvement. IPS believes that Harshman, as it implements its variation of the 8-Step Process, will continue to raise student achievement in all subgroups, closing the achievement gap.</p> <p>We have analyzed needs at the school and district level, and agree that applying the proposed Improvement Model and implementing additional Learning Teams will allow Harshman to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building.</p> <p>IPS has given Harshman and its other turnaround schools great organizational flexibility. By identifying an exceptional leader to serve as principal and allowing</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>the new principal to hand-select all staff, restructure committees, and be relieved of some of the typical principal responsibilities because of his turnaround status, IPS has provided the right people to affect the turnaround. Equipped with the newly created <i>Scrimmages</i>, <i>Diagnostics</i>, and data reports provided through the IPS data warehouse, the Harshman school community can sustain the effective use of data to plan instruction that will assist them in meeting their goals and allow IPS to closely monitor their success.</p> <p>Harshman will conduct weekly school leadership team meetings, weekly instructional team meetings, and twice monthly the Content Team meetings that will regularly use data collected through IPS formative assessments, state assessments, end of course assessments as well as teacher effectiveness data as Harshman plans for ongoing professional development.</p> <p>Harshman Magnet Middle School is supported by the district standards-based formative assessments. Harshman faculty, through their participation in Content Teams that will meet twice a month, will intensify their system of using data to inform instruction, identify students in need of intervention, and assist in helping all students become self-directed learners.</p> <p>In its first year of operation, Harshman has distinguished itself as a place students want to be. Its Academic and Behavioral Standards appeal to students who want to learn in a safe, non-threatening environment. Parents are particularly pleased with Harshman and want their children to attend. The recruiting process has begun for the 2011-12 school year and over 470 students have already applied to attend. IPS will cap attendance at 500 for the 2011-2012 school year.</p> <p>IPS has supplied Harshman with limited state-of-the-art technology, including document cameras in all classrooms. Sharing language teachers with Arsenal Technical High School allows Harshman students to take a wider variety of world languages. Harshman students have the opportunity to earn high school credit in Algebra, Biology, and several world languages. Integrated Chemistry and Physics classes are being offered to eighth grade students for high school credit effective</p>
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	<p>beginning the 2011-2012 school year.</p> <ul style="list-style-type: none"> • The IPS Turnaround Officer/Associate Superintendent will visit Harshman on a regular basis to personally assess Harshman’s turnaround progress. She will examine the data wall for timely data and review summaries of data meetings that identify school/teacher/student weaknesses. • Pearson, an external provider, will provide support to help Harshman with coaching and support for teachers and the principal. • Drs. Burz and Wood, external consultants, will provide guidance and direction as Harshman integrates its curriculum, in all classrooms, to its STEM magnet themes. • The Dyslexia Institute of Indiana (DII), another external partner, will provide Orton-Gillingham reading training for the Instructional Specialists, and one hour training on recognition of learning disabilities to the entire staff. In addition, the DII will work with students in small groups, and some students individually, and teach reading to over 40 students who are reading below grade level. Instructional Specialists will receive ten days of training in the Orton-Gillingham method for teaching reading. <p>A Project Manager will assist Harshman to submit all data/forms to IPS, IDOE, and/or USDE in accordance to timeline. The Project Manager will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers.	<p>Finding External Partners</p> <p>Various providers, identified as leaders in school reform, were researched, contacted and—in multiple cases—interviewed by telephone. Evidence of impact was requested and provided by recipient districts.</p>

<p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly)</p>	<p>The Principal selected a motivated and committed staff for Harshman prior to the 2010-2011 school year. We sought partners to support the current staff and school identified needs and to guide the leadership to additional resources. Further, as discovered through our investigations, we desired a partner with the willingness and capacity to be of assistance <i>onsite</i>. We wanted partners that would provide support and bring additional insight and resources to the leadership team/school.</p> <p>Pearson recognizes that Harshman Magnet Middle School has begun the process of effective turnaround and are committed to provide support to Harshman as the school sustains the trajectory of academic growth and instructional focus established during 2010-2011. Pearson's onsite assistance will support Harshman with highly trained, skilled and experienced educators. Harshman seeks a partner that will support teachers and model differentiated instruction in teacher classrooms. A Harshman objective is to continue to build our internal capacity to sustain significant growth.</p> <p>Harshman's professional learning communities will have the opportunity to expand its collaborative practice through cross grade level Tuesday instructional meetings and twice monthly content specific team meetings. In addition, several hours of professional development on magnet theme integration will be conducted by Dr. Helen Burz and Dr. Rick Wood. This series of professional learning activities will be capacity building sessions.</p> <p>Harshman conducted Tuesday meetings (cross content team meetings by grade level) during the 2010-2011 school year. The successes are reflected in the improved ISTEP+ scores and the district leading benchmark and scrimmage results. The SIG grant will allow us the ability to conduct additional capacity building training with content specific meetings twice monthly. With professional consultants and "experts" from Pearson assisting our Harshman leadership team, the capacity of our teaching staff to deliver differentiated instruction successfully will produce higher achievement levels from our students.</p>
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and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

IPS Support

While IPS provides a Director of Turnaround Schools and a formal IPS Turnaround Office has been created at the district office, operational flexibility has been granted to Harshman to continue to grow in a manner that is self directed without laying upon it the type of oversight typically seen as support. With our School leadership team in place, IPS will support the conditions and environment necessary to enable school autonomy. The *Harshman Way* seeks continued autonomy as a means of continuing the growth trajectory indicated by results of 2010-2011.

IPS will continue to closely monitor assessment data for Harshman, communicate regularly with the principal, and provide support necessary to continue the pattern of increased academic achievement.

GETTING STARTED PHASE

The Getting Started phase began with a review of the DOE Quality Review Report provided to Harshman by a Indiana Department of Education team in January 2011. The IDOE Quality Review team spent two days onsite conducting interviews with school principals and teachers, district staff, and community stakeholders. These meetings were frank and open discussions about strengths and challenges.

The Quality Review Report discussed what is already in place, where challenges exist, and suggestions for school improvement. The IDOE Quality Review Report (QRR) was an important point of reference as Harshman wrote this plan for the SIG grant. The IDOE QRR provided a starting point for a coherent strategy and implementation plan for continued school improvement to build on strengths. With this as the starting point, a clear action plan for Harshman was developed.

Pearson SERVICES for Harshman Turnaround Partnership

On-Site Technical Assistance

Harshman Magnet Middle School will be assigned a **Cluster Leader** who will

	<p>manage the delivery of services to the school. Harshman will receive 28 days of intensive on-site technical assistance and coaching over the course of each school year with focused training and instruction from Pearson Field Specialists. Use of these resources will depend upon the needs at Harshman and collaboratively determined by the Cluster Leader and the Principal.</p> <p>A turn-around Cluster Leader, with a proven history of having led successful school reform in a high-need, low-performing school, will serve as the principal's advisor. This experienced, expert provider will guide, influence and support the principal through the countless, complex challenges faced as Harshman continues to dramatically increase student achievement.</p> <p>Field Specialists will support, coach, and model differentiated lesson planning, instructional delivery, and data reviews, in collaboration with the Principal, Harshman's DA and SE Coaches, and other members of the instructional leadership team, and will lead reflective discussions with teachers for the purpose of improving instruction.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment C).	

The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:

- (a) Identifying resources currently being utilized in an academic support capacity;
- (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;
- (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
- (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);
- (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;
- (f) Redirecting resources that are not being used to support the school improvement process; and

IPS Academic Support

Beginning with the current school year, all content teachers in the turnaround schools are accountable for: (a) using new ***Instructional Calendars*** (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform 3-week **formative assessments** (*Scrimmages*) and quarterly assessments (*Diagnostics/Benchmarks*); (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices.

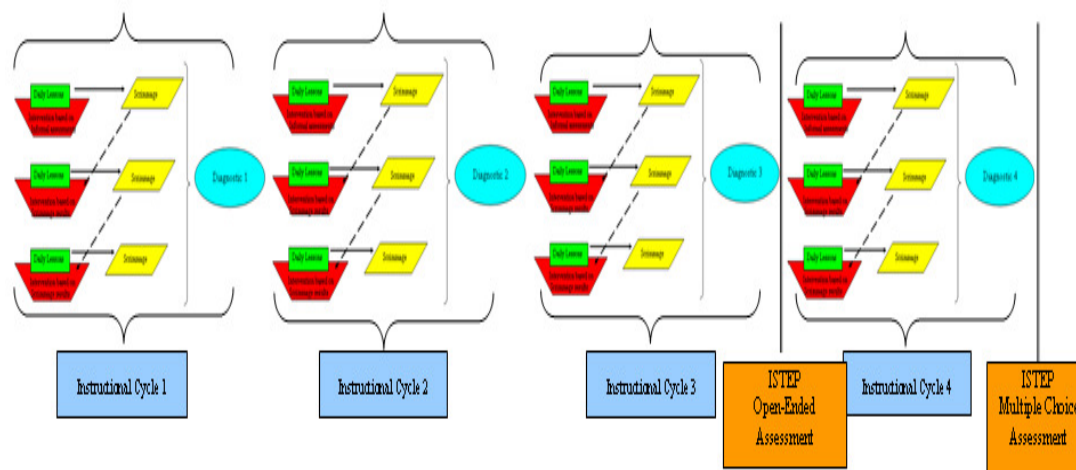
- Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing) covering four *Instructional Cycles* across the school year.
- Within Cycle 1 (the first 9-weeks of the school year), identified standards will be taught with *Scrimmage* assessments administered every three weeks. Daily lessons prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers). (NOTE: HARSHMAN PROJECT MANAGER AND INSTRUCTIONAL SPECIALISTS CAN SCORE THE SCRIMMAGES)
- Disaggregated results are back to teachers within two days. *Scrimmage* data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.
- Re-teaching occurs. At Harshman, Instructional Specialists will collaborate with classroom teachers and the DA and SE Coaches to develop remediation for those who did not complete the scrimmage at the Proficiency Level. Students who are

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

not proficient will be pulled from elective classes for a three week period of time (or until Instructional Specialists determine that Proficiency Level has been obtained).

- Within an Instructional Cycle (9-weeks), three *Scrimmage* assessments prepare students for quarterly *Diagnostic* (Benchmark) Assessments. These diagnostic assessments gauge students' progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* (four, 9-week cycles across the school year) introduces new indicators and reviews previously taught standards. The following illustration shows the Four Instructional Cycles across the school year.



IPS has changed the school calendar so that students attend in nine-week blocks that are followed by intersessions which will allow Harshman students to continue learning year round. The chart below depicts our school calendar:

	<p>9 Week Quarter Session 2 Week Intersession 9 Week Quarter Holiday Break 9 Week Quarter 1 Week Intersession 9 Week Quarter 4 Week Summer</p> <p>Intercession and Summer Session instruction will be provided in core academic subjects by certified teachers, and approaches will vary according to student needs. The Harshman Way will support Tier 2 and Tier 3 students while enrichment opportunities, including mini-internships, will be offered to all students. Input will be gathered from community, parents, and students to determine the focus of enrichment opportunities. We will solicit assistance from community partners to provide rich and relevant enrichment activities that foster bio/psycho/social development for students.</p> <p>IPS Monitoring and On Site Presence</p> <p>The Turnaround Officer will be onsite at Harshman regularly to monitor the progress of the turnaround.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
	<p>4. <i>Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></p>

<p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; 	<p><u>Turnaround Officer</u></p> <p>A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.</p> <p>To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. Associate Superintendent, Dr. Li-Yen Johnson serves as the district's Turnaround Officer.</p> <p>Dr. Eugene White, Superintendent of IPS, appointed Dr. Johnson as the Turnaround Officer giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—will give turnaround principals the authority to remove ineffective teachers (across the school year) and the Turnaround Officer will enable the responsive action needed to enact necessary changes. During the 2010-11 school year, turnaround principals and the Turnaround Officer included the removal of three (of four) special education teachers, after the school year started.</p> <p>Throughout the SIG grant period, the Turnaround Officer will work closely with the Principal and the external providers to support identified leadership and instructional improvements needed to positively impact the work of turnaround schools to dramatically-increase student achievement.</p> <p>Dr. Li-Yen Johnson's resume is provided in the attached <i>Appendices</i> document.</p> <p>Changes to the evaluation policy for teachers and principals have been made to support our Turnaround Schools. They are described below.</p>
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<p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>Teachers</p> <p>In 2007, Indianapolis Public Schools adopted an <i>evidenced-based teacher evaluation model</i>, based on the work of Charlotte Danielson. This model focuses our attention on the major four domains of teacher supervision and evaluation: <i>Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment, and Teacher Professional Obligations</i>.</p> <p>Teachers with less than five years of experience in the district are evaluated annually with weekly walkthroughs, monthly informal observations, and one required formal observation per semester. Teachers with more than five years are placed on a four year cycle for summative evaluation.</p> <p>The district will modify its practices and policies to enable the full and effective implementation of the turnaround school model in the following ways.</p> <p>Turnaround principals will conduct weekly walkthroughs, monthly informal observations, and annually evaluate <u>all</u> instructional teachers, differentiating performance across four rating categories.</p> <p>The evaluation tool has two components:</p> <ul style="list-style-type: none"> • Part I is based on student performance (weighted at 51 percent). <p>To earn the maximum award, 75 percent of teachers’ students must demonstrate proficiency (Pass) in multiple achievement categories (e.g., ISTEP+, Benchmarks and Diagnostics, Final Course Grades, etc.)</p> <ul style="list-style-type: none"> • Part II is based on teacher proficiencies (weighted at 49 percent). Four domains of performance, based on Charlotte Danielson’s A Framework for Teaching, 2nd Edition, Evaluate Teachers’ Effectiveness in: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.
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Evaluation ratings **distinguish levels** of effectiveness as: Unsatisfactory, Basic, Proficient, and Distinguished. Driven by performance levels in Part I (student performance) and Part II (teacher proficiencies), awards will be determined and amounts will vary among staff. No teacher is guaranteed an award. It is based on merit.

Flexibility has been provided to the turnaround principal for hiring, retaining, transferring and replacing staff.

- Turnaround principals have broader authority and flexibility in filling vacancies and are **not bound by current** IPS Human Resources Processes in placement of **displaced teachers**.
- Turnaround principals are able to **interview** and **select** teachers from **outside** as well as teachers within the district when hiring staff.
- Vacancies in the turnaround schools will go through a **Posting Process** (flexibility unlike traditional IPS high schools) to allow us to attract the best and the brightest.
- A monthly report on the status of existing teachers' effectiveness will allow HR and the Associate Superintendent/Turnaround Officer to make teacher **removal decisions** in **one or two weeks**.
- Turnaround principals will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround high schools). The Associate Superintendent/Turnaround Officer will work with turnaround principals to enable responsive action, as needed.

The Turnaround Officer has given all turnaround principals the authority to select (not be assigned) their SIG-funded, full-time Instructional Specialist teachers (These teachers instruct classes, while teachers participate in job-embedded professional development and conduct remediation per the modification of the 8step process in place at Harshman). The Harshman principal has been given responsibility to hire

	<p>staff for all positions.</p> <ul style="list-style-type: none"> • A newly-created three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. The evaluation team is comprised of individuals who worked to design the new performance evaluations. Members include the former Chief of Human Resources, Office of Professional Growth Chief and a Supervisor involved in using the Charlotte Danielson Model to develop the new performance evaluation tool. Classroom observations will be conducted—using a three-tiered system that identifies those teachers who are highly-effective, those who have promise but some gaps needing support within a defined period of intervention, and those who are ineffective. This “second set of eyes” will support the principal’s efforts to ensure that turnaround staff is highly effective and supported through professional development. • Across the school year, turnaround principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from Harshman within two weeks. • The Turnaround Officer will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools. • The turnaround principal and the Associate Superintendent/Turnaround Officer will develop and implement a recruitment bonus initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school (funds set aside in the proposed budget, Personnel Costs). • Monthly discussions between the Associate Superintendent/Turnaround Officer and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround leadership, teachers’ capacity to impact student impact, and the accountability of critical central office divisions.
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Principals

Indianapolis Public School middle school principals are evaluated with a summative evaluation process each year by the Director of Secondary Education. Turnaround principals will be annually evaluated by the Associate Superintendent of Curriculum/Instruction/Accountability (Turnaround Officer) with an intentional (formative) nine-week performance review. Real-time evidence will be collected by the Turnaround Officer to confirm performance levels.

The turnaround principal evaluation will be performance-base driven, giving at least **51 percent** of the weight to the **performance of the turnaround school** (unlike traditional IPS elementary schools, weighted at 20 percent). To earn the maximum award, 75 percent of students must demonstrate proficiency (Pass) in multiple achievement categories, i.e., ISTEP+. The remaining **49 percent** is based on the **principal's administrative performance**.

A new ***Administrative Evaluative Rating Instrument*** enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to those elements identified within the State's *Race to the Top* plan and the State administrators' licensing SLLA competency standards. New principal performance ratings will determine pay raises, job placements, promotions and dismissals.

The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas to be evaluated** include: (1) Strategic Leadership (2) Curriculum and Instruction Accountability; (3) Supervision and Evaluation of Personnel; and (4) School Operations. Salary increases across the IPS district will be differentiated based on performance ratings.

- 90 – 100 points: Eligible for maximum bonus consideration
- 80 – 89 points: Eligible for a bonus consideration
- 70 – 79 points: Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current

position

- 69 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) before termination of employment.

NOTE: While the same district evaluation tool and rating system will be used for *all* IPS building administrators, **turnaround principals will be held to a higher level of accountability**. Turnaround principals will be expected to demonstrate performance in the top two highest rating categories. Performance score ratings falling below 70 points will result in the immediate removal of the turnaround principal. If ratings fall in the 70-79 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent and the Turnaround Officer.

The following chart summarizes the **four broad evaluation areas** measured, and the **specific elements that contribute to performance ratings**.

Areas To Be Evaluated	Total Possible Points	Administrator's Score
Area 1: Strategic Leadership	18	
Area 2: Curriculum and Instruction Accountability	37	
Area 3: Supervision and Evaluation of Personnel	21	
Area 4: School Operations	24	
TOTAL POINTS	100	

The following is an EXAMPLE of the **assessed components** for one of the broad evaluation areas (Area 2: Curriculum and Instruction Accountability).

Area 2: Curriculum and Instruction	Value	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Score	

		Accountability						
		2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none"> Demonstrates annual performance targets Demonstrates measureable improvement in data points 	4	4	3	2		
		2B. Impact of Title I Funding	3	3	2	1		
		2C. Professional Development	3	3	2	1		
		2D. Instructional Leadership: <ul style="list-style-type: none"> Monitoring SIP strategies 	3	3	2	1		
			Value	Made AYP without Safe Harbor	Made AYP with Safe Harbor	Did Not Make AYP but Made Achievement Gains	Did Not Make AYP or Gains	Score
		2E. AYP Status	12	12	8	4	0	
			Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
		2F. Public Law 221 Status	4	4	3	2	1	0
			Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
		2G. Achievement of District's	4	4	3	2	0	

Strategic Plan Accountability Goals – E/LA						
	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Made no increases	Score
2H. Achievement of District's Strategic Plan Accountability Goals -- MATH	4	4	3	2	0	
Total Points AREA 2	37					

A complete copy of the performance evaluation, detailing components for **all four broad areas** (Strategic Leadership, Curriculum and Instruction, Supervision and Evaluation of Personnel and School Operations), is provided in the attached *Appendices* document.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational 	<p>The Associate Superintendent/Turnaround Officer will sustain reform efforts, minimally, at four levels:</p> <ul style="list-style-type: none"> (a) Findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider (Pearson) will be reviewed by the Turnaround Officer and turnaround principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Turnaround Officer will support the turnaround principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the Associate Superintendent/Turnaround Officer will hold the turnaround principal accountable for maintaining fidelity to the model as described in this proposal; (b) To keep key leadership apprised of turnaround school progress and to solicit their input and continuous support, data findings will be: <ul style="list-style-type: none"> • directly reported to the Superintendent • shared at weekly superintendent's cabinet meetings • periodically updated in the superintendent's <i>Weekly School Board Notes</i> • reported quarterly to the School Board <i>Education Committee</i> (c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement; and (d) Findings from <i>Phase I</i> turnaround schools will offer subsequent intervention schools with invaluable "lessons learned," as the next round of intervention schools

<p>improvement;</p> <p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of</p>	<p>use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates.</p> <p>In addition, quarterly meetings with the all stakeholders will keep all apprised of implementation results. Harshman's Leadership Team, in conjunction with the Pearson Cluster Leader, will design appropriate next steps to foster continuous improvement, identify barriers inhibiting initiatives, and work to remove those barriers.</p> <p>Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives.</p> <p>Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at Harshman.</p> <p>Included in the proposal is modeling, coaching, co-planning, providing exemplars--strategies designed to provide support and guidance. Harshman has taken the first steps in the turnaround process and has had significantly improved student achievement results (see ISTEP +, Biology ECA, Algebra ECA).</p> <p>The sustainability of these efforts will be the result of capacity building for future leaders, instructional structure and understandings of differentiated instruction, and a greater capacity to use 21st Century technology. Technology and materials item will support our program long after the grant term expires. Harshman's culture of learning and commitment to a rigorous, coherent, and aligned standards-based instructional system that supports effective learning is in place. Maintaining the rising trajectory will involve fostering that culture to help students become independent, self-directed learners.</p>
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interventions and school improvement activities;

- (I) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

Fees for outside consultants will be reduced or eliminated. In addition, public and private grant funding that meets our identified needs can be applied for following the end of the funding period.

As indicated in the alignment of resources chart below, a plan to sustain reforms is in place.

Professional development training provided by our external provider on tiered intervention and differentiated learning	Following three years grant funding, Harshman staff will have the internal capacity to locally-provide and sustain training needs. Licensing fees to support differentiated interventions (RtI) could be sustained through IDEA.
Professional Development for Classroom Teachers, 8 full-time Intervention Specialists, (providing release time for classroom teachers' job-embedded PD and implementation of The Harshman Way's version of the 8 step process), a fulltime SE Coach and a full-time DA Coach	At the conclusion of the grant funding Instructional Specialists Potential funding source: Title I. It is anticipated that fewer Instructional Specialists will be required as the culture of performance is raised as an expectation and teachers develop more finely turned skills of differentiating instruction. Potential funding source for SE Coach: Special Education funding
Performance-based financial awards; support for Future Leaders at Work	Competitive grant application to the U.S. Department of Education (Teacher Incentive Awards); Gates Foundation
Extended-Time Learning costs for teachers and transportation	Allowable costs under Title I
iPad and Wireless Card fees	Technology grants
External Provider, Quality Reviews, and Project Manager	Capacity gain should enable us to continue practices acquired. With an established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.

4. Implementation of Turnaround

➤ Instructions:

- 1) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 2) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	Principal was appointed in 2008-2009 to begin with 2009-2010 school year	Eugene White	April 2009
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	Observe staff during 2009-2010 school year to assess instructional effectiveness Interview and hire staff for placement during 2010-2011	Principal Robert Guffin Principal Robert Guffin	August 2009- February 2010 February 2010-June 2010
3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>	Develop recruitment and incentive staff strategies	Li-Yen Johnson and Robert Guffin	July 2010- September 2010

4. <i>Provide high quality, job-embedded professional development.</i>	Develop Professional Development Plan (on going)	Principal Robert Guffin DA Coach SPED Coach	June 2010- May 2014
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	Turnaround Officer appointed by Indianapolis Public School Board of Commissioners and Superintendent Eugene White	Li-Yen Johnson	2010-2011 academic year
6. <i>Use data to implement an aligned instructional program.</i>	Implementation of Harshman version of 8 Step Plan (ongoing)	Robert Guffin Principal DA Coach SPED Coach	July 2010- May 2014
7. <i>Promote the use of data to inform and differentiated instruction.</i>	Weekly Tuesday Team instructional meetings Bi-Weekly Content Area Teams meetings Implementation of Harshman version of 8 step plan	Robert Guffin Principal DA Coach SPED Coach	August 2011- May 2014
8. <i>Provide increased learning time for students and staff.</i>	Extended day activity Intercession (Harshman school sessions in addition to IPS sponsored Intercessions) resulting from Balanced Calendar initiative of the School District	Robert Guffin Principal DA Coach SPED Coach Future Leaders at Work IPS Intercession Specialist	Annually in October and April
9. <i>Provide social-emotional and community-oriented services/supports.</i>	Parent Liaison will identify additional parent involvement opportunities, conduct home visits, and facilitate home-school connections. They will also be a member of the	Parent Liaison Principal Future Leaders at Work	August 2011- May 2014

	<p>school leadership team.</p> <p>Community and Family events will encourage partnership and commitment</p> <p>Improved parent communications in English and Spanish will effectively link home and school.</p> <p>A Parent Center will provide access to financial, emotional/social, psychological resources for families.</p> <p>After school community partnerships will be nurtured.</p>	Teachers	
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- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

The current Principal, Robert Guffin, was selected by Superintendent Eugene White to head the turnaround efforts at Harshman. Mr. Guffin has re-constituted the Harshman staff (beginning with 2010-2011 school year) and has led the school to significant progress on the state ISTEP examination, Mr. Guffin in a strong position to continue the leadership that resulted in a 27% increase in student performance on ISTEP during the 2010-2011 school year.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: **NONE**

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2011-2012 school year.	X	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2009-2010 Baseline Data <small>(most recent available data that corresponds to the proposed goals)</small>	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
The percentage of 7 th & 8 th grade students passing ISTEP+ in the area of E/LA in 2009-2010: 39.2%	By spring 2012, <u>52 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>60 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>65 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Annual Goals align with the IPS 2010-2015 Strategic Plan)
The percentage of 7 th & 8 th grade students passing ISTEP+ in the area of Math in 2009-2010: 51.1%	By spring 2012, <u>52 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>60 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Annual Goals align with the IPS 2010-2015 Strategic Plan)	By spring 2012, <u>65 percent</u> of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Annual Goals align with the IPS 2010-2015 Strategic Plan)

II: Budget

Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards		
Pearson Comprehensive Improvement Model: Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded PD and leadership training Differentiated Accountability & Special Education Accountability Coach: Onsite coaching and facilitation of collaborative data use IT Specialist: Integrating technology & troubleshooting	Turnaround	1003(a) School Improvement Grant - AYP funds SPED Funds

Intervention Specialist: Relieve teachers to permit data analysis, collaborative planning & PD; work directly with students during interventions Project Manager: Complete schedules/paperwork for all elements of Turnaround in a timely fashion Future Leaders: 40 hours of PD for 2 educators Pearson Learning Teams: Collaborative PD & leadership training Financial Incentives: Bonuses based on student achievement data and performance Extended Time Learning: Compensation for teachers for work performed, or PD, beyond the contractual day; transportation for students attending after school Student/Family Incentives: Funds to provide motivational items/events for students and families Technology Enhancement: Document Projectors, iPads, Air Slates (2 per classroom), etc. Intervention Materials: Consumable materials for tiered intervention (Navigator, Ramp Up, etc.)		
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround	Title II, Part A
State Resources		
Formative Assessments/Pacing Guides: Scrimmages and Diagnostics with accompanying reports IPS Data Warehouse: System for retaining, analyzing, and distributing records	Turnaround	District